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ABSTRACT

This annotated bibliography has been designed as an introduction for the listings: Overview of Educational Environments, Campus Environment-Student Transactions, Student Characteristics; Housing and Residence Halls, Measurement of College Environments, Student-Campus Environment Dysfunctions, and Intentional Campus Designs. The references include books, journal articles, dissertations and monographs. Where applicable, the citations include ERIC accession numbers. (MJ)

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DESIGNING CAMPUS ENVIRONMENTS:

A REVIEW OF SELECTED LITERATURE

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Western Interstate Commission for Higher Education

DESIGNING CAMPUS ENVIRONMENTS:

A REVIEW OF SELECTED LITERATURE

by

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and
Lynn Sherretz

Western Interstate Commission for Higher Education
An Equal Opportunity Employer
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April 1976

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INTRODUCTION

This annotated bibliography has been compiled in response to the many requests for literature references on campus environmental design. As the title implies, in no sense is this bibliography exhaustive or necessarily representative of the burgeoning amount of literature in the field. The bibliography should be viewed as an introduction to this literature and as a sampler for the novice designer of campus environment.

The literature references have been categorized by chapters. Each chapter contains a listing of subject entries appropriate to that chapter. The chapter listings are not discrete. The placement of any single literature reference could vary, depending upon the viewpoint of the user and the intended use. To aid the user, the bibliographic entries have been arranged as follows:

Chapter 1--Overview of Educational Environments is an introduction to the issues and concerns of campus design. A number of background and survey-type articles are presented to acquaint the user with the various dimensions of campus environments.

Chapter 2--Campus Environment-Student Transactions is the largest chapter and contains the literature on campus-student transactions. The impact of campus environments on students is the focus of this chapter.

Chapter 3--Student Characteristics emphasizes student characteristics as they affect the campus student transaction.

Chapter 4--Housing and Residence Halls examines student campus transactions related to housing and residence halls.

Chapter 5--Measurement of College Environments examines the methodological problems involved in assessing campus environments and some of the assessment instruments currently in use.

Chapter 6--Student-Campus Environment Dysfunctions focuses upon transactional difficulties of students and their campus environments.

Chapter 7--Intentional Campus Designs contains an assortment of articles useful for the campus designer. The chapter contains many suggestions for modification of campus environments to produce better student-environment fit. The references are particularly useful for redesign of existing college campuses.

The WICHE program Improving Mental Health Services on Western Campuses (NIMH Grant MH 12419) continues its support and interest in the design of campus environments with the publication of this bibliography. In an earlier program publication, The Ecosystem Model: Designing Campus Environments, the campus community was viewed as a series of transactions among various environments and their members. An ecosystem model was suggested for intentional campus design. Later, the program tested and refined this model through on-campus applications. This work resulted in the program's publication of a Training Manual for an Ecosystem Model.

We thank Dr. Ursula Delworth, program director of Improving Mental Health Services on Western Campuses, for her support of this annotated bibliography. Appreciation is also expressed to Renee Munoz and LuAnne Aulepp for their editorial assistance.

Users of this bibliography are invited to write Dr. Leland Kaiser, Division of Health Administration, University of Colorado Medical Center, 4200 East Ninth Avenue, Denver, Colorado 80220, about additional literature references they suggest should be incorporated in future revisions of this bibliography.

BEGINNING BOOKSHELF

We have found these works to comprise a good beginning bookshelf for the student of campus environmental design.

Astin, Alexander W. The College Environment. Washington, D.C.: American Council on Education, 1968.

Barker, Roger G. Ecological Psychology. Stanford, Calif.: Stanford University Press, 1968.

Feldman, Kenneth A., and Newcomb, Theodore M. The Impact of College on Students. San Francisco: Jossey-Bass, 1969.

Hall, Edward T. The Hidden Dimension. New York: Doubleday, 1966.

Ittelson, William H., Proshansky, Harold M., Rivilin, Leanne G., and Winkel, Gary H. An Introduction to Environmental Psychology. New York: Holt, Rinehart & Winston, 1974.

Moos, Rudolf H. Evaluating Treatment Environments: A Social Ecological Approach. New York: John Wiley & Sons, 1974.

Moos, Rudolf H., and Insel, Paul M., eds. Issues in Social Ecology: Human Milieus. Palo Alto, Calif.: National Press Books, 1974.

Sanford, Nevitt. The American College. New York: John Wiley & Sons, 1962.

Smith, G. Kerry. Stress and Campus Response. San Francisco: Jossey-Bass, 1968.

Sommer, Robert. Personal Space. Englewood Cliffs, N.J.: Prentice-Hall, 1969.

Stern, George C. People in Context. New York: John Wiley & Sons, 1970.

Tead, Ordway. The Climate of Learning. New York: Harper and Brothers, 1958.

EXPLANATION OF ERIC ACCESSION NUMBERS

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TABLE OF INSTRUMENT ACRONYMS

Whenever the use of a particular assessment instrument is referred to in an entry it is cited by an acronym. Refer to this table for full instrument names.

AI	Activities Index
CCI	College Characteristics Index
CSQ	College Student Questionnaire
CSSQ	College Student Satisfaction Questionnaire
CUES	College and University Environment Scales
EPPS	Edwards Personal Preference Schedule
JCES	Junior College Environment Scales
IAS	Interpersonal Attitude Survey
ICA	Inventory of College Characteristics
OPI	Omnibus Personality Inventory
POI	Personal Orientation Inventory
TAPE	Transactional Analysis of Personality and Environment
URES	University Residence Environment Scale
VPI	Vocational Preference Inventory

Chapter 1

Overview of Educational Environments

- Conceptual models
- Applications of intentional campus designs
- Methods of describing educational environments
- Importance of educational climate
- Socio-political issues

Anderson, C. Arnold, and others. Where Colleges Are and Who Attends: Effects of Accessibility on College Attendance. Berkeley, Calif.: Carnegie Commission on Higher Education, 1972. 325 pp. Not available EDRS. Available from McGraw-Hill Book Company, Hightstown, New Jersey 08520. ED 088 367.

> The authors contend that the proximity of a college has little effect for most youth on the likelihood of going to college, regardless of the type of institution.

Anderson, Wayne, and others. University-Wide Planning for the Minority Student. Atlanta: Southern Regional Education Board, Institute for Higher Educational Opportunity, 1974. 13 pp. ED 088 325.

> This report discusses the planning principles, administrative and advisory structure, and implementation of the structures and functions that must be established if total institutional response to the requirements of operating a multiethnic campus is to be achieved.

Armstrong, C.M. "Environmental Factors in Academic Development." Journal of School Health, 38, No. 2:110-113 (1968).

> One can only generalize concerning an environment to those individuals who are genetically alike. Those involved in planning the school environment must recognize that they must classify pupils and consider the suitability of the environment to each type of pupil. Finding heredity or prior environment as a determinant of a particular pupil outcome does not preclude the possibility of varying the current environment to offset the effect of previously established conditions.

Astin, Alexander, and Lee, Calvin B.T. The Invisible Colleges: A Profile of Small, Private Colleges with Limited Resources. Berkeley, Calif.: Carnegie Commission on Higher Education, 1972. 154 pp. Not available EDRS. Available from McGraw-Hill Book Company, Hightstown, New Jersey 08520. ED 088 399.

The authors believe that private institutions, often church-affiliated, with relatively open admissions policies and enrollments under 2,500, can offer their particular students the kind of college experience they seek.

Auerswald, Edgar. "Interdisciplinary versus Ecological Approach." In General Systems Theory and Psychiatry, pp. 373-386. Edited by William Gray, Frederick Duhl, and Nicholas Dizzo. Boston: Little, Brown and Company, 1969.

A growing number of behavioral scientists advocate a realignment of current knowledge and reexamination of human behavior within a unifying holistic model, that of ecological phenomenology. The ecological systems approach, as opposed to the interdisciplinary approach, focuses on and clarifies the interfaces between systems where important communication processes and information exchange take place. It serves to bridge the gap between the conceptual systems of single disciplines.

Baldridge, J. Victor. Environmental Pressure, Professional Autonomy, and Coping Strategies in Academic Organizations. Palo Alto, Calif.: Stanford Center for Research and Development in Teaching, 1971. 26 pp. ED 062 244.

This paper offers an interconnected set of propositions dealing with environmental pressure on the autonomy of college/university faculties, coupled with a discussion of the coping strategies utilized by faculty when threatened. The author believes that much of the variation in the internal operation and structure of an institution is predictable from a knowledge of its relations with the outside environment.

Banning, James H., and Kaiser, Leland. "An Ecological Perspective and Model for Campus Design." Personnel and Guidance Journal, 54, No. 6:370-375 (February, 1974).

Banning and Kaiser review the seven basic steps in the ecosystem design process and identify and illustrate three levels of implementation (macrodesign, microdesign, and life space design).

Boocock, Sarane S. "Toward a Sociology of Learning: A Selected Review of Existing Research." Sociology of Education, 39, No. 1: 1-45 (1966).

This paper reviews existing research on the student's social environment and his relations with other individuals and groups that affect his learning behavior.

Brawer, Florence B. New Perspectives on Personality Development in College Students. San Francisco: Jossey-Bass, Inc., 1973. 249 pp. Not available EDRS. Available from Order Department, Jossey-Bass, Inc., 615 Montgomery Street, San Francisco, California 94111. ED 086 293.

Brawer offers a new method of assessing college students that yields a full multidimensional profile of the student's total personality. She believes the resulting theories and information can be used as a basis for planning curricula and instituting changes in higher education. Bibliography.

Freedman, Mervin B. "The Student and Campus Climates of Learning." New Dimensions in Higher Education, No. 18. BR-6-1722-18. Durham, N.C.: Duke University, 1967. 98 pp. ED 013 379.

Current beliefs about the extent of the influence of college experience are surveyed through a review of the literature. Several of the principal conclusions formulated by Freedman from this review are that: (1) the outcome of college education is likely to be a compromise between entering student characteristics and the ideals of a liberal education; (2) changes that occur in students during the college years reflect the national and international ethos, and that attitudes and values with which students leave college tend to have considerable persistence; (3) students are swayed more by fellow students than by any other force; and (4) although student society and culture are the most important college influence, the most important determinants of the outcome of college experience are the characteristics of the entering student.

French, John R. "The Social Environment and Mental Health." Journal of Social Issues, 19, No. 4:39-55 (October, 1963).

In this paper, French describes an interdisciplinary program of research on the effects of the social environment on mental

health. Hypotheses are advanced that the objective environment is one of the determinants of the psychological environment, and that the psychological environment produces affective, physiological, and behavioral responses in the individual. Preventive, as opposed to therapeutic, implications of this research are emphasized.

Gordon, Edmund W. The Disadvantaged and His Milieu. New York: Teachers College, Columbia University, 1970. 33 pp. ED 058 563.

This report consists of a critical analysis of research on the population characteristics and educational programs offered to the disadvantaged student. Two of the recommendations for raising the standard of research and educational programs are more appropriate design and control of social-psychological learning conditions and matching population characteristics of the disadvantaged to the design of appropriate learning environments and experiences.

Handlin, Oscar, and Handlin, Mary F. The American College and American Culture: Socialization as a Function of Higher Education. Berkeley, Calif.: Carnegie Commission on Higher Education, 1970. 110 pp. Not available EDRS. Available from McGraw-Hill Book Company, Hightstown, New Jersey 08520. ED 088 349.

This work describes how colleges traditionally have been expected to assume responsibility for socialization of the young. This task has been difficult, however, because American society has been incapable of developing a consensus model toward which the young should be socialized.

Huff, Anne S. (Northwestern University). "Organization-Environment Interaction: Theory and Field Study in Two Innovative, Community-Oriented, Social Service Organizations." Dissertation Abstracts International, 1975, Vol. 35, No. 10, 6305-A.

Huff develops a model of organization-environment interaction that relates a general description of interaction between an organization and another actor with descriptions of the cumulative impact of all environmental contacts. Exchange theory, as developed by Peter M. Blau and others, is extensively used. The theoretical framework developed in the first section is then used in a field-study evaluation of the environmental relations of two innovative, community-oriented social service organizations.

Hummel-Rossi, Barbara. The Development of Intellectual Commitment in University Students. New York: New York University, 1972. 24 pp. ED 063 856.

This investigation examines intellectual commitment as an outcome of commonly occurring interests and circumstances. Two hypotheses are strongly supported: (1) that preuniversity behavior is a definite determinant of an individual's intellectual commitment; and (2) that the university environment, through the influence of the individual's associates, is a determinant of an individual's intellectual commitment.

Ivey, A.E., Miller, C.D., and Goldstein, A.D. "Differential Perceptions of College Environment: Student Personnel Staff and Students." Personnel and Guidance Journal, 46:17-21 (September, 1967).

The authors suggest that colleges should consider each student's perceptions of the environment in order to better understand the individual's interaction with the environment.

Miller, Juliet V. "Student Behavior and Climate." CAPS Current Resources Series. Ann Arbor: University of Michigan, Counseling and Personnel Services Information Center, 1968. 60 pp. ED 025 825.

The intent of this publication is to alert the reader to a body of research that examines the nature of emotional climate and environments, and the relationship of various environments to student achievements, attitudes, and behaviors. This research has indicated that schools do have quite different climates and that the adjustment and success of an individual student may well be a function of institutional environment and the extent to which the school is supportive of individual needs.

Morrill, W.H., and Hurst, J.C. "A Preventative and Developmental Role for the College Counselor." Counseling Psychologist, 2, No. 4:90-95 (1971).

Morrill and Hurst stress the importance of focus on both individuals and the environment by helping professionals. The focus should be not just helping people "adjust" to an environment, but also on changing the environment so that the developmental experiences needed by students are available. Thus the major focus becomes studying the student, the envi-

ronment, and their interaction as a means determining how best to: (1) contribute to, modify, or change the environment; and (2) facilitate maximum utilization of that learning environment by students.

Moscowitz, John E. (State University of New York at Buffalo). "All in a Name: A Fictional Interpretation of the Influence of a College Campus upon Ethnicity." Dissertation Abstracts International, 1975, Vol. 35, No. 8, 5059-A.

"All in a Name" discusses the influence of a white Anglo-Saxon Protestant college milieu upon the mores, lifestyle, and orientations of a Jewish student during the late 1950s and early 1960s.

NASPA Journal. Vol. 13, No. 1, Summer, 1975.

This issue is devoted to proceedings of the 1975 National Association of Student Personnel Administrators (NASPA) Conference. Of primary interest are the address by Leland Kaiser, "Designing Campus Environments," and the panel presentations by Ursula Delworth, Robert Svob, Michael Ford, and Keith Nawley on the design of campus ecosystems.

Pace, Robert C. The Influence of Academic and Student Subculture in College and University Environments. CRP-1083. Los Angeles: University of California, Los Angeles, 1964. 269 pp. ED 003 037.

Students from nine colleges and universities around the United Stated were studied to determine the compatibility of certain student influences with the purpose of the institutions.

Pace, Robert. "Methods of Describing College Cultures." Teachers College Record, 63:267-277 (January 4, 1962).

Several ways of looking at college environments are discussed. It is concluded that "the fullest advancement of understanding about college cultures and their impact on students will come not only from applying the most rigorous methods, but from using a variety of methods to explore the wisest questions we can formulate."

Papanek, Mariam Lewin. "Happiness Is . . . Correlates of Academic Satisfaction among Undergraduates. The Senior Satisfaction Survey of the Class of 1972." Paper presented at the Annual Convention of the New York State Psychological Association, Buffalo, New York, May, 1974. 22 pp. ED 090 822.

In this paper, the major source of dissatisfaction at a small liberal arts school is the lack of adequate coeducation and poor social life. The pursuit of social standing is rejected in both dating and academic spheres. The more satisfied seniors perceive the college environment as providing significantly greater opportunity and encouragement for the satisfaction of intellectual, academic, cultural, and achievement-related work.

Plant, William T. Personality Changes Associated with a College Education. San Jose, Calif.: Department of Psychology, San Jose State College, 1962. 92 pp. ED 074 987.

This longitudinal study of more than 2,000 subjects was designed to determine whether or not there are changes in personality characteristics associated with a college education. Changes were found in the direction of decreased ethnocentrism, authoritarianism, and dogmatism for all those who aspired to attend college, regardless of whether or not they actually did.

Ross, Robert W., and Matross, Ronald P. An Analysis of 1972-1973 University Poll Surveys. University of Minnesota Office for Student Affairs Research Bulletin, Vol. 14, No. 21, August, 1974. 10 pp. ED 094 608.

This paper presents and examines the results of four surveys on the issues of student self-determination, student satisfaction with university experiences, and perceived student needs. Students express a strong desire to participate in university decision making, are generally satisfied with academic experiences, and demonstrate considerable selectivity in supporting programs with required fees.

Stern, George C. Studies of College Environments. CRP-378. Syracuse, N.Y.: Syracuse University, 1966. 261 pp. ED 010 647.

This paper is an attempt to increase fundamental knowledge about psychological characteristics of college environments.

Included are a description of the development of the AI and CCI and an extensive bibliography.

Taylor, Harold. "Freedom and Authority on Campus." The American College, p. 776. Edited by Nevitt Sanford. New York: John Wiley & Sons, 1962.

". . . The social effects and relationships of the college environment may be the ultimate controlling influences and may provide almost the whole of the motivation of student effort."

Terreberry, Shirley M. (University of Michigan). "The Organization of Environments." Dissertation Abstracts International, 1968, Vol. 29, No. 2, 818-A.

For persons and organizations, informational complexity of systems is contingent on the informational complexity of the environment. Nonauthoritarians, cognitively complex and creative individuals, and administratively decentralized and innovative organizations are more complex than authoritarians, cognitively simple and noncreative persons, and organizations that are centrally managed and/or noninnovative. System malfunction is contingent on the pace of environmental complexification.

Thistlethwaite, Donald L. Effects of University Subcultures on Student Attitudes. Nashville, Tenn.: Vanderbilt University, 1972. 171 pp. ED 078 764.

This study investigates the contention that curricular specialization in higher education produces a polarization between the scientific and humanistic cultures. Predictions concerning attitudinal differential accentuation of initial major field differences are generally unconfirmed. Bibliography.

Thistlethwaite, Donald L., and others. Recruitment and Retention of Talented College Students. CRP-657. Nashville, Tenn.: Vanderbilt University, 1963. 381 pp. ED 002 767.

A variety of recruiting, training, and environmental incentive factors are studied as they relate to college motivation among talented high school students (random sample of National

Merit Scholars) and to scientific productivity and intellectual achievement after a student has entered college. The reason most cited as a cause for dropout following high school graduation is the inability to pay college costs. Considering retention, scholarships are more effective than loans. Relatively few college dropouts cite dissatisfaction with their college as the reason for withdrawal. College press scales do not help appreciably in predicting which colleges will have unusually high or low retention rates. The physical sciences rank first in ability to recruit the academically talented as prospective majors.

Tucker, James A. (University of Texas at Austin). "An Investigation into the Relationship of Personal Space and Various Stress Indices in Educational Environments." Dissertation Abstracts International, 1973, Vol. 33, No. 9, 4958-A.

This dissertation explores the concept of personal space as it relates to environmental conditions characteristic of education settings that vary in degree of population density and crowding. Behaviors associated with density-related characteristics are investigated. It is concluded that the data show tentative but equivocal support for the personal space concept.

Walsh, W. Bruce. Monograph Ten: Theories of Person-Environment Interaction: Implications for the College Student. Iowa City, Ia.: American College Testing Program, 1973. Available from ACTP, P.O. Box 168, Iowa City, Iowa 52240, $3.00.

After outlining relevant issues and the individual-environment relationship, Walsh considers Barker's theory of behavior settings, the subcultural approach (Clark and Trow and Newcomb subculture models), Holland's theory of personality types and model environments, need x press = culture theory, and Pervin's transactional approach. The final chapter presents a comparison of both substantive and formal attributes of the theories.

Withey, Stephen B., and others. A Degree and What Else? Correlates of Consequences of a College Education. Berkeley, Calif.: Carnegie Commission on Higher Education, 1971. 159 pp. Not available EDRS. Available from McGraw-Hill Book Company, Hightstown, N.J. 08520. ED 088 327.

This study discusses the college experience and its effect on the students' occupation, life style, and social and political values.

Chapter 2

Campus Environment--Student Transactions

- Perceived campus environments
- Impact of campus environments on the student's personality, achievement, attitudes, expectations, and development
- Group and subgroup differences in perception
- Perception of selection aspects of the college environment
- Impact of the campus environment on faculty, administrators, and the community
- Need-press studies

Alfred, Richard L. "Group and Setting Factors in College Environmental Perception." Paper presented at the American Educational Research Association, Chicago, Illinois, April 15-19, 1974. 44 pp. ED 090 810.

This study investigates the effects of type of college, place of residence, and reference group identification on the college environmental perceptions of selected sophomore subgroups. Results indicate that the college environment as a whole is a major determinant of variation in college environmental perception. Differentiated elements of the environment, such as residence and reference identification, also appear to significantly affect student environmental perceptions.

Bayer, Alan E., and Astin, Alexander W. Faculty Influences on the College Environment. Washington, D.C.: American Council on Education, 1972. 28 pp. ED 061 908.

The authors' conclusions are that: (1) instruments designed to assess student perceptions of the college climate are useful and valid tools for determining intrinsic attributes of college environments; (2) faculty attributes have only moderate or little direct effect on college climate, at least a climate having to do with students' concern for faculty as individuals at their institution; and (3) the pervasiveness of college-structured attributes, particularly size, cannot be explained by either the types of students or faculty attending the institution.

Biggs, Donald A., and Barnart, William J. Urban Citizens and Their Satisfaction with a University. Minneapolis: University of Minnesota, Office for Student Affairs, 1972. 15 pp. ED 077 339.

Citizen satisfaction with the University of Minnesota is strongly related to their perception of campus life related to the ideological context of the work ethic and Americanism.

Black, Kathleen (University of Oklahoma). "The Effects of Field of Study, Classification, and Sex on Students' Opinions of Campus Environment." Dissertation Abstracts International, 1972, Vol. 32, No. 7, 3713-A.

Attainment of educational objectives, composite ACT scores, and grade-point average are related to the campus environmental perceptions of one or more institutional subgroups.

Bonner, Don, and Maxwell, Roy. Peer-Led Process Groups in Freshman Orientation. Ada, Okla.: East Central State College, 1972. 11 pp. ED 067 563.

The CUES was administered to determine whether the use of trained peers to lead small process groups in freshman orientation alters student perception of the college campus. No change in perceptions was detected.

Breton, Gabriel R. (University of Michigan). "The Influence of Interaction between Personality and Environment on Educational Outcomes." Dissertation Abstracts International, 1970, Vol. 31, No. 5, 2953-A.

The CCI and OPI were administered to two groups of students: both entered an experimental college at the same time; one group graduated while the other left to graduate at the liberal arts college of the same university. From an analysis of the CCI profile, predictions were made regarding the set of OPI characteristics maximally compatible with such an environment. Significant differences in the predicted direction were found between the two groups on most of these characteristics.

Brewer, June H. (University of Texas). "An Ecological Study of the Psychological Environment of a Negro College and the Personality Needs of Its Students." Dissertation Abstracts International, 1964, Vol. 24, No. 3, 2777-A.

Administering the AI and CCI, Brewer finds that students have strong dependency and intellectual needs and weak impulse expression needs, while the institution has strong dependency press and weak intellectual and impulse expression press. Need-press congruence is not related to persistence, to graduation, or to grade-point average.

Carter, Kenneth W. (Ohio State University). "An Assessment of the Impact of Various College Characteristics on Change in Student Personality." Dissertation Abstracts International, 1971, Vol. 32, No. 4, 1873-A.

Carter utilizes administrations of the OPI to students in six widely differing small liberal arts colleges at entrance and again at the end of the sophomore year to demonstrate consistent relationships between different patterns of change in personality inventory scores and various college characteristics. He interprets these relationships to mean that student development is significantly influenced by college climate, characteristics of student peers, classroom experiences, and the nature and frequency of student-faculty interaction.

City University of New York, New York, Bronx Community College. The Impact of Open Admissions on College Environment. Research Report. New York: Bronx Community College, City University of New York, 1972. 23 pp. ED 071 666.

The CUES is used to measure those dimensions of the college environment believed to be potentially vulnerable to a new open admissions policy. Pre- and post-open admissions student and faculty responses are compared. It is emphasized that further research is needed before adequate conclusions can be drawn from the findings.

Cohen, Arthur M. Work Satisfaction among Junior College Faculty Members. Los Angeles: University of California, Los Angeles, ERIC Clearinghouse for Junior College Information, 1973. 8 pp. ED 081 426.

Cohen reviews previous research and discusses a study conducted to determine the job satisfaction of junior college faculty members. More than two-thirds of the faculty indicated that job satisfaction was related in some way to their students, while only one-third of the instructors felt that dissatisfaction was.

It is concluded that faculty job satisfaction can best be enhanced by removing obstacles to faculty-student interaction. Specific recommendations are included.

Cook, Raymond (University of California, Los Angeles). "Upperclassmen's Satisfaction with College." Dissertation Abstracts International, 1972, Vol. 32, No. 11, 6147-A.

This study attempts to find a best fit among students' major, type of institution, personal characteristics, college environmental perceptions (CUES), involvement in extracurricular activities, and perceived benefits from the college experience when measured in terms of satisfaction with the college experience (CSSQ).

Counelis, James S., and Dolan, Frances A. Perceptions and Needs: The Full-Time Undergraduate Commuter Student at the University of San Francisco. San Francisco: University of San Francisco, California Office of Institutional Studies, 1974. 27 pp. ED 094 611.

This paper discusses the results of a survey designed to assess the needs and perceptions of commuter students. It reveals which offices and services are most used and which are seldom frequented by commuters, some special needs of commuter students such as facilities for rest and occasional overnight residence, and that finances and desire for privacy, rather than undesirable residence hall systems, are the most commonly cited reasons for commuting.

Crowder, Truman H. (University of Alabama). "The Dental Student and Social Responsibility: A Study of the Personality Needs and Environmental Pressures within a Dental School." Dissertation Abstracts International, 1968, Vol. 29, No. 3, 1421-A.

Administration of the CCI and AI revealed that students and alumni are rather passive and uninvolved individuals beyond their own social needs. It was concluded that the faculty reinforced these qualities within the students.

Cureton, Charles B. (University of Tennessee). "The Relationship of the Student's Needs and the Teaching Environment to Academic Achievement." Dissertation Abstracts International, 1965, Vol. 25, No. 5, 5105-A.

Students with needs (AI) similar to the Huntington College teaching environment (CGI) as perceived by the faculty achieve significantly higher first-semester grade-point averages.

DeCarlo, Mary C. (American University). "Factors Associated with College Student Attitude Change." Dissertation Abstracts International, 1972, Vol. 33, No. 5, 2233-A.

This study attempts to identify demographic and environmental factors associated with changes in selected attitudes of college freshmen. Brunswik's (1957) "distal-proximal" model is utilized to identify initial student attitudes and background characteristics. While no single antecedent variable can be significantly related to attitude change scores, a combination of variables provides predictability of attitude change.

Doucette, Russell J. (University of Massachusetts). "An Inventory of Student, Faculty, and Administrator Perceptions of Various Physical Environmental Factors as an Aid in Planning Vocational-Technical School Plants." Dissertation Abstracts International, 1972, Vol. 33, No. 2, 520-A.

Utilizing an author-developed questionnaire, student, faculty, and administrator perceptions of various physical environmental factors at selected vocational-technical schools were assessed and compared. It indicates that, when better facilities are provided, user responses to the physical environment are more favorable.

Dufault, John P. (Boston College). "The Relationship between Ability Level and Perception of the Environment." Dissertation Abstracts International, 1972, Vol. 32, No. 10, 5607-A.

Dufault finds a significant relationship between students' measured achievement levels (Scholastic Achievement Test) and environmental perception (CUES). He concludes that it is necessary to develop environmental assessment instruments as free as possible from influences based on strongly identifiable characteristics of the respondents themselves.

Eanes, Harvey R., III (University of Texas at Austin). "Students' Rated Affective Responses to Selected Facets of Their Collegiate Environment." Dissertatior Abstracts International, 1972, Vol. 33, No. 1, 189-A.

This dissertation discusses the development and testing of an instrument designed to measure students' responses to selected facets of the collegiate environment.

Eubank, John Y. (University of Tennessee). "The Relationship between Preconception and Conception of Environment and Academic Achievement of High Ability Male Students." Dissertation Abstracts International, 1969, Vol. 29, No. 6, 3871-A.

The congruence between environmental perception (CCI) and psychological needs (AI) of high-ability business and engineering students at Memphis State University was determined prior to the freshman year and again 18 months later. The IPAT Anxiety Scale revealed those who were highly anxious. The post-test scores, in contrast to the pre-test scores, yielded considerably more significant correlations between congruence and grade-point averages for both groups and for the highly anxious subjects.

Evans, Clyde M. (University of Southern Mississippi). "A Study of Personality Need Factors with Respect to College Student Satisfaction in a Small Private College Located in Mississippi." Dissertation Abstracts International, 1972, Vol. 33, No. 4, 1432-A.

This study is designed to investigate the relationship between personality needs (Edwards Personal Preference Schedule) and student satisfaction with dimensions of the William Carey College environment (CSSQ).

Fabris, Frank S. (Mississippi State University). "Selected Aspects of Campus Environment as Perceived by Groups within the Environment." Dissertation Abstracts International, 1972, Vol. 33, No. 4, 1457-A.

This dissertation is primarily concerned with the development and testing of an instrument (Environmental Perception Scale) designed to assess several aspects of campus life (academic, co-curricular, facilities, regulations, services, and social) affecting college or university environments.

Falk, Robert J. (University of Minnesota). "Environmental Influence on the Attitude and Achievements of Freshmen Students Having Low Predicted College Achievement." Dissertation Abstracts International, 1974, Vol. 34, No. 1, 169-A.

This study attempts to determine whether or not a supportive group-oriented tutorial project for predicted low achievers could result in better achievement and more positive self-esteem for its participants when compared to a matched (sex, socioeconomic status, high school rank) control group. The tutorial project is based on the premise that colleges can and do have an influence on students and that peers can be especially influential. Results show that achievement and one of the four measurements of self-esteem are significantly higher for participants than for nonparticipants.

Finley, Murray H. (University of Iowa). "Assessing the Relationship between Student Environment Fit and Academic Success and Satisfaction for Nine Iowa Four-Year Colleges." Dissertation Abstracts International, 1972, Vol. 32, No. 9, 4945-A.

This study investigates the relationship between student-environment fit (VPI) and academic success and satisfaction (TAPE). No significant relationships between these variables are found.

Frankel, Joanne. Junior College Faculty Job Satisfaction. Los Angeles: University of California, Los Angeles, ERIC Clearinghouse for Junior College Information, 1973. 13 pp. ED 081 425.

This report on the job satisfaction of junior college faculty is divided into three sections: (1) a description of four frameworks that have been applied to the analysis of job satisfaction: the traditional, two-factor, need-hierarchy, and cognitive dissonance approaches; (2) a description of the junior college as a workplace from the traditional, sociological, and psychological points of view; and (3) an identification of the major job satisfaction and dissatisfactions as perceived by junior college faculty members.

Gassert, Leland C. (Oregon State University). "A Comparative Study of the Perceptions of the University Environment of Candidates for Student Government Positions and Other Students and the Effects of the Election Experience upon Those Perceptions." Dissertation Abstracts International, 1971, Vol. 32, No. 2, 695-A.

Students who choose to run for student government offices differ in their perceptions of the campus environment (CUES) from those who do not run. Those who ultimately win hold significantly different perceptions than those who ultimately lose. Regardless of outcome, the election experience does not significantly affect candidate perceptions of the environment.

Geiken, Duane Orval (University of Wisconsin). "Married and Single Students' Perceptions of the College Environment, Personal Problems, and Student Personnel Services." Dissertation Abstracts International, 1972, Vol. 33, No. 2, 524-A.

This research attempts to determine whether or not married and single students differ in their perceptions of the campus environment (CUES II) at selected Wisconsin state universities, and if they differ in the types of problems they have (Mooney Problem Check List).

Gellor, Jaime M. (University of British Columbia). "Student Perceptions of Campus Environment." Dissertation Abstracts International, 1972, Vol. 32, No. 12, 6758-A.

The CUES and Edward Personality Inventory are used to ascertain the relationship between students' differential perception of the campus environment and selected personality characteristics. Those with positive and negative perceptions of the environmental press have some personality characteristics related to their manner of evaluating the institutional image.

Haefner, Donald A. (University of Tennessee). "Levels of Academic Achievement as Related to Environmental Press and Psychological Needs of High Ability Liberal Arts Students." Dissertation Abstracts International, 1968, Vol. 28, No. 4, 3998-A.

Congruence of needs (AI) and environmental press (CCI) for male students prior to entering and after six months of residence are not significantly related to second-quarter cumulative grade-point averages. During this period, student needs remain relatively stable but environmental perception changes significantly. Low-ability students greatly increase intellectual and applied interests, personal aggressiveness, and self-assertion, while high-ability students feel less emphasis than originally anticipated in self-expression, group life, and development of formal social skills.

Hayes, Edward J. (Wayne State University). "An Appraisal of Environmental Press and Psychological Need as Related to Academic Success of Minority Group Students at the University of Detroit." Dissertation Abstracts International, 1973, Vol. 33, No. 12, 6666-A.

Results of this study support the conclusions that relationships do exist between environmental press (CCI) and psychological needs (AI), which influence the academic performance of minority group students. Effects of manifest anxiety (Manifest Anxiety Scale--MAS) and achievement motivation (Internal-External Scale--I-E) were removed. The findings must be qualified, however, because of the use of multiple t-tests.

Hecklinger, Fred J. (New York University). "The Relationship between the Determination of Vocational Plans and Satisfaction with the College Environment." Dissertation Abstracts International, 1971, Vol. 31, No. 7, 3268-A.

Students who were uncertain about their vocational plans were less satisfied with the college environment (CSQ). Those who had received decision-making assistance and those who considered their course work as very relevant to their future plans were more satisfied with the environment.

Hutchings, Edwin B. "The 1960 Medical School Graduate: His Perception of His Faculty, Peers, and Environment." Journal of Medical Education, 36:329 (April, 1961).

Students in medical schools oriented toward research and teaching, as opposed to those in clinically oriented schools, tend to perceive their faculties as less concerned with specific rules and regulations and more willing to permit students to engage in independent and individually creative activities. Also, peer press for academic achievement is perceived of as greater in research-oriented schools.

Jones, Dean H. An Analysis of Students' Perception of Their Role in Governance at Gaston College. Practicum. Fort Lauderdale, Fla.: Nova University, 1974. 29 pp. ED 094 820.

Jones reports the results of a survey assessing the degree to which students felt they should be involved in the governance of selected college activities ranging from selection of the college president to control of student publications.

Koplyay, Janos, and Matthis, B. Claude. The Relationship between Teacher Morale and Organizational Climate, 1967. 10 pp. ED 012 266.

Results of a study indicate that an "open" climate is associated with high morale, regardless of the type of salary schedule.

Lange, Arthur J. (American University). "A Descriptive Study of Differences among College Freshmen Subcultures on Selected Attitudes, Environmental Perceptions, Behaviors, and Attainment of Certain Goals." Dissertation Abstracts International, 1971, Vol. 32, No. 4, 1856-A.

This study utilized the CUES, Webster's Developmental Status Scale, Pace and Baird's Attainment-Satisfaction Scale, and Astin's ICA to assess and compare the environmental perceptions, attitudes, attainment of certain goals, and selected behaviors, respectively, of college freshman subcultures.

Lannon, John R. (New York University). "Personality Characteristics and Environmental Perceptions of Political and Social Activists and Nonactivists at a Large Urban Liberal Arts College." Dissertation Abstracts International, 1969, Vol. 30, No. 2, 587-A.

As measured by the CUES, activists perceive the campus environment as exerting significantly less stress in Community, Awareness, and Scholarship areas than do nonactivists. The Thurstone Temperament Schedule shows activists to be significantly more reflective and significantly less vigorous and impulsive than nonactivists. Lannon concludes that the intellectual-social-cultural climate of a campus may be a decisive factor in fostering student activism.

Lehmann, Irvin J., and Dressel, Paul L. Changes in Critical Thinking Ability, Attitudes, and Values Associated with College Attendance. East Lansing, Mich.: Michigan State University, 1963. 197 pp. ED 003 296.

The authors investigate the relationship between the amount of college education and changes in attitudes of stereotype and dogmatism, in traditional-value orientation, and in certain selected attitudes and views related to higher education. In nearly all instances, the amount of education is related to a significant improvement in critical thinking ability, a lessening of stereotypic beliefs, a movement away from an authoritarian attitude, and a movement toward the traditional-value orientation.

Lucas, John A. (University of Tennessee). "Optimal Learning Environment for Different Types of Students." Dissertation Abstracts International, 1970, Vol. 30, No. 11, 4877-A.

Students preferring one type of independent study are shown to consistently underachieve. Instructor types, which facilitate high achievement levels for older students and marketing majors, are identified in behavioral terms. It is concluded that it probably would take drastic manipulation of the learning environment in order to produce effective changes in learning pattern.

Mauss, Armand L. "Toward an Empirical Typology of Junior College Student Subcultures." Paper presented at the Annual Meeting of the Pacific Sociological Association, Long Beach, California, March 31, 1967. 30 pp. ED 013 076.

Four student subcultures, which permit discussion of sociological factors in educational performance, are identified: academic, vocational, incipient rebel, and perpetual teenager. Students create an environmental press, and the values they bring to college are critical determinants of educational outcomes.

Miller, William E. (University of Kansas). "Factor Analytic Study of Perception of Self, Others, and the Environment." Dissertation Abstracts International, 1967, Vol. 28, No. 1, 969-A.

A significant relationship is found between feelings of adequacy, or self-esteem, and the perception of others and the environment. Inadequate individuals not only have difficulty coping with human interactions but also feel incapable of coping with their surroundings. Adequate individuals tend to function from an internal frame of reference, while inadequate individuals rely more on external cues.

Minzey, Jack D. (Michigan State University). "A Study of the Relationship between Teacher Morale and Student Attitudes toward Their School Environment." Dissertation Abstracts International, 1967, Vol. 28, No. 5, 1626-7.

Results indicate that: (1) high or low staff morale does not necessarily reflect the attitudes of the students, (2) students have very accurate perceptions of the morale of their teachers, and (3) teachers are very inaccurate in their perceptions of student attitudes.

Morey, Ann I. Institutional Images: Importance to Student Choice of College. Los Angeles: University of Southern California, 1972. 27 pp. ED 062 921.

This paper discusses a study undertaken to examine the conceptualization and function of college images as a factor in college choice. It includes an examination of student preconceptions of campus environment, how entering freshmen obtained their information and impressions of the college, and the importance of image in the choice of a particular campus.

Morrill, Weston H. (University of Missouri). "The Relationship of Student Personality, Area of Concentration and College Environment." Dissertation Abstracts International, 1966, Vol. 27, No. 2, 961-A.

Students at the University of Missouri--Columbia perceive the college environment as similar, regardless of area of academic concentration. Student needs are related to both environment and area of academic concentration.

Motsinger, Nanci C. (University of North Carolina at Greensboro). "Selected Environmental Factors Influencing Attainment of Positions of Leadership on a College Campus: A Case Study of a Leadership Fraternity." Dissertation Abstracts International, 1975, Vol. 35, No. 12, 7688-A.

Through a case study of the Alpha Phi Omega (APO) fraternity at a small, liberal arts, church-related school, Motsinger finds the process of leader development to be fostered through group cohesiveness and continuity, esprit, high member expectation, and continued attainment of campus leadership positions. It is concluded that leadership could be learned, and that APO membership could make a significant difference in one's successful attainment of political office.

Murley, Robert V. (Indiana University). "An Analysis of the Relationship between the Perception of the Illinois State University Campus Environment and Student Activity Patterns." Dissertation Abstracts International, 1969, Vol. 30, No. 3, 989-A.

Students whose environmental perceptions (CUES) changed appreciably over a three-month period participated a greater amount of time in designated activities. Greater participation led to greater understanding of the institution and its policies.

Included is a review of current research and writing in the measurement of college environment, a historical review of the subject, and information on the CUES.

Nafziger, Dean H., and others. Student-College Congruency as a Predictor of Satisfaction. Baltimore: Johns Hopkins University, Center for the Study of Social Organization of Schools, 1973. 26 pp. ED 087 363.

Hypotheses about person-environment congruency, consistency, and differentiation from Holland's theory of careers were tested. Utilizing three measures of college satisfaction as dependent variables, the authors find statistically significant main effects for school, sex, and congruency, but not for consistency and differentiation.

Nakata, Kouji. (University of California, Los Angeles). "Perceived Student-College Fit and Personality Change in College Freshmen." Dissertation Abstracts International, 1973, Vol. 34, No. 6, 3150-A.

Drawing from a broad survey of theoretical and empirical research in the fields of higher education and psychology, Nakata hypothesizes an inverted U-shaped curve (modified by degree of openness to change and sex) to represent the relationship between personality change and perceived student-college fit. The OPI, TAPE, ahd CSQ are used to measure student personality change, student perceptions of self and environment, and student degree of openness to college goals, respectively. Data analysis fail to support the hypothesized relationship.

Opinach, Cheryl. Follow-up Study of Entrants, Fall 1966-Spring 1969. Chapter 4, Presentation of the Results of the Study. Catonsville, Md.: Catonsville Community College, 1974. 46 pp. ED 092 184.

This follow-up study is directed not just toward what former students are now doing, but also their satisfaction with various aspects of Catonsville Community College. Student satisfaction levels with the college environment, college services, course work, and effective development are reported and discussed.

Pace, Robert, and McFee, Anne. "The College Environment." Review of Educational Research, 31:311-320 (October, 1960). Bibliography.

Pace and McFee review the literature on the interaction between person and environment and on environmental or institutional dimensions of demonstrated or potential value for research on the impact of college environments on students. It is speculated that college environments that have some conflict between parts and some harmony, but not too much of either, may be most educative.

Pervin, Lawrence. "Performance and Satisfaction as a Function of Individual-Environment Fit." Psychological Bulletin, 69, No. 1:56-58 (1968).

A good review of the research treating performance and satisfaction as a function of the interaction of the individual and environment. Several transactional models are discussed. Bibliography.

Raab, William E. (Colorado State University). "Congruence and Dissonance between Need and Press in Determining Satisfaction or Dissatisfaction in the University Environment. (Research Study No. 1.)" Dissertation Abstracts International, 1963, Vol. 24, No. 2, 1923-A.

There are no statistically significant differences between satisfaction or dissatisfaction of freshman and junior students with relation to the Louisiana State University environment.

Richardson, Gary L. (University of Illinois at Urbana-Champaign). "A Study of the Effects of Clustering to the Environment at the College of DuPage as Perceived by Students." Dissertation Abstracts International, 1973, Vol. 34, No. 2, 587-A.

Richardson finds that clustering, as outlined in the Model for Reorganization, is not associated with differences in student educational and social experiences, either when compared across college clusters or when compared to reported experiences by students prior to clustering. Clustering was not associated with measurable differences in the environmental perception held by students of different clusters. The Student Reactions to College Survey (SRCS) and the JCES were used.

Roberts, Davis L. (East Texas State University). "An Investigation of the Effects of Congruence between Perceived Environment and Openness or Closedness of Belief Systems and Success of Freshmen in a

Junior College." Dissertation Abstracts International, 1972, Vol. 32, No. 10, 5553-A.

A hypothesized relationship between student-campus environmental fit (CUES), openness or closedness of belief systems (Rokeach Dogmatism Scale E), and earned grade-point average is not confirmed.

Robinson, Lora H. College Student Morale. Washington, D.C.: ERIC Clearinghouse on Higher Education, 1972. 4 pp. ED 061 918.

Robinson discusses the impact of student-administration, student-faculty, and student-student relationships on students. The student's relationship with the college environment as a whole is also covered. It was found that students encounter more positive than negative experiences and that the source of most frequent positive and least frequent negative experiences is the student peer group.

Rogers, Mary E. (Indiana University). "Perceptions of the College Environment as a Factor in Attitude Change during the Freshmen Year." Dissertation Abstracts International, 1969, Vol. 29, No. 5, 3472-A.

Student expectations of college environment (CUES) are not significantly related to their improvement in intellectual maturity (CSQ).

Rose, Clare A. (University of California, Los Angeles). "The Impact of College on Women's Attitudes toward Their Role in Society." Dissertation Abstracts International, 1975, Vol. 35, No. 8, 5065-A.

This study assesses the effect of the college experience on women's attitudes toward their role in society. Significant freshman-upperclass differences in ideology were found in only 9 of the 40 institutions of higher learning investigated. It is concluded that college does not have a large impact on women's sex role ideology.

Rossier, Barbara J. (University of Southern California). "Student Perceptions of Institutional Environment and Counseling Services at Selected Community Colleges Utilizing Centralized and Decentralized Systems." Dissertation Abstracts International, 1971, Vol. 32, No. 5, 2444-A.

Utilizing the CUES and the Perception of Counseling Services Scale (an author-developed instrument), Rossier found that, while decentralization does not generally have a significant effect on student perceptions of the institutional environment, student views of the counseling services are more favorable under decentralization.

Sadker, Myra. Needed--A More Supportive Environment for College Women. Parkside, Wis.: University of Wisconsin--Parkside, 1970. 12 pp. ED 067 585.

Policies that may discourage or inhibit female students in higher education are discussed. Also discussed are the effects of the attitudes of peers and teachers on the female achievement motive. It is concluded that colleges and universities must provide a structure and environment in which women can maximize their inherent potential.

Salzman, Murray (University of Notre Dame). "Perceptions of the College Environment and Need Dispositions as Related to Expressed Satisfaction." Dissertation Abstracts International, 1970, Vol. 31, No. 3, 1023-A.

Satisfied students, at a liberal arts college for women, manifest greater needs to be dependent, to conform, to be generous with others, and to have things run smoothly. Dissatisfied students express a greater need for success and recognition, criticism of opposing views, and novelty and change in daily routine. Satisfied students, more than dissatisfied ones, perceive the college environment as friendly and cohesive, stressing personality enrichment, expressiveness, and academic pursuit.

Schoen, Walter T., Jr. "Student Reactions to College." Address presented by Jonathan R. Warren at the International Institute on the Community College, Sarnia, Ontario, June 5, 1974. 12 pp. ED 092 195.

This speech summarizes and discusses results of the administration of the IGI, a "what is" and "what should be" questionnaire, to students, faculty, and administrators of 116 California state institutions.

Shaw, Kenneth A. (Purdue University). "Accuracy and Inaccuracy of Expectation of Purdue University's Engineering Environment as It Relates to Achievement, Attrition, Change of Degree Objective and Selected Background Factors." Dissertation Abstracts International, 1967, Vol. 27, No. 4, 3698-A.

No significant differences were found in mean grade-point average (GPA), predicted GPA, attrition, size of high school graduating class, prestige of father's occupation, and residence status between "accurate expectors" and "inaccurate expectors" of the college environment as measured by an initial and follow-up administration of the CCA.

Sondalle, Marvin P. (University of Washington). "The Academic Cluster Group and Its Effects upon the Achievement, Attrition, and Attitudes of Freshmen Community College Students." Dissertation Abstracts International, 1975, Vol. 35, No. 7, 4211-A.

This study sought to determine the effects of academic clustering upon the academic achievement, attrition, campus environmental perceptions, satisfaction with college experiences, and personal stress within the collegiate environment of freshman community college students. The findings failed to substantiate the hypothesized effects. This is attributed to the failure of the study design to ensure for the establishment of socio-psychological groups.

Stafford, Margaret P. (Syracuse University). "Freshman Expectations and Socialization in the College Environment." Dissertation Abstracts International, 1972, Vol. 32, No. 8, 4434-A.

The nature of the "Freshmen Myth," identified by George Stern as unlimited freshman student expectations of the college environment, is investigated using the CCI and AI.

Tiller, Thomas C. (Florida State University). "A Study of Lynchburg College of the Relationship between Congruence and Non-congruence of Student Needs with College Environmental Press and Selected Attitudes and Behaviors." Dissertation Abstracts International, 1968, Vol. 29, No. 3, 1378-A.

Significant differences are found in attrition, use of college counseling services, and changes toward congruency with the environmental press between a group whose needs (AI) are congruent

with the press of the college (CCI) and a group whose needs are not congruent. The need-press relationship is not significantly related to academic achievement or expressed satisfaction with the college.

Tinto, Vincent. The Effect of College Proximity on Rates of College Attendance. New York: Teachers College, Columbia University, 1972. 39 pp. ED 074 888.

The effects of geographic accessibility of a college on the proportion of high school graduates continuing their education is discussed. College accessibility is defined not merely as an ecological variable but is considered to be a distribution of educational opportunity over socioeconomic space.

Underwood, Arthur G. (Oregon State University). "A Longitudinal Study of Selected Changes in the Perceptions of the University Environment as Held by Students Who Participate in Two Forms of University Governance." Dissertation Abstracts International, 1971, Vol. 31, No. 11, 5808-A.

Underwood, upon administering the CUES to Oregon State University student participants in joint student-faculty committees and those who served on all-student committees, concludes that: (1) student participation in university government does not result in significant changes to previously held environmental perceptions; and (2) student participants on student-faculty committees do not view the environment differently from those on all-student committees.

Vanderhoof, Thomas J. (Colorado State University). "The Effects of Group Counseling on Low Achieving Students' Perceptions of Their College Environment." Dissertation Abstracts International, 1970, Vol. 30, No. 10, 4237-A.

The environment at Colorado State University was not perceived in a significantly different manner by students at different achievement grade-point average levels. Group counseling had no significant effect on the environmental perception exhibited by low achievers.

Walsh, Edward P. (State University of New York at Buffalo). "A Study of Graduate Student-Institutional Environment Interaction." Dissertation Abstracts International, 1969, Vol. 30, No. 6, 2347-A.

This study attempts to predict graduate student satisfaction and achievement utilizing knowledge derived from Holland's theory of vocational choice. The author's hypotheses are partially supported.

Ward, Charles D. "Seating Arrangement and Leadership Emergence in Small Groups." Journal of Social Psychology, 74, No. 1:83-90 (1968).

Seating arrangement influences leadership emergence in small face-to-face groups of American college students. Bibliography.

Wilcox, Anne H., and Fretz, Bruce R. "Actual-Ideal Discrepancies and Adjustment." Journal of Counseling Psychology, 18, No. 2:166-169 (1971).

This study investigates relationships between perceptions of actual and ideal-self and actual and ideal-environmental perceptions (author-modified version of TAPE), as well as the relationship of these discrepancies to adjustment (California Psychological Inventory). Sampling 43 male college students, the author finds that self-ideal/self-discrepancies are significantly related to some adjustment scales but are independent of actual-ideal environmental discrepancies.

Chapter 3

Student Characteristics

- Student opinions and expectations
- Biographic and demographic data
- National norms
- Student profiles

American Council on Education, Office of Research. The American Freshman: National Norms for Fall 1972. ACE Research Reports. Vol. 7, Number 5. Washington, D.C.: American Council on Education, Office of Research, 1972. 104 pp. ED 073 735.

Biographic and demographic data, career plans, educational aspirations, high school background and behavior, and current attitudes of full-time freshmen first entering college in 1972 are presented in this document.

Astin, Alexander W., and others. The American College Freshman: National Norms for Fall 1973. Los Angeles: University of California, Los Angeles, School of Education, 1974. 115 pp. Not available EDRS. Available from Cooperative Institutional Research Program, Graduate School of Education, University of California, Los Angeles, 405 Hilgard Avenue, Los Angeles, California 90024. ED 089 641.

This is the report of the eighth annual national survey of characteristics of first-time full-time freshmen. It presents biographic and demographic data as well as career plans, educational aspirations, and current attitudes.

Creager, John A. The American Graduate Student: A Normative Description. Washington, D.C.: American Council on Education, Office of Research, 1971. 339 pp. ED 055 566.

This report includes the results of a survey of 33,000 graduate students at 158 sample institutions. Included is information on demographic and background characteristics, academic progress and experience, career progress, attitudes toward higher education, and general and political attitudes and preferences, all by sex, highest degree expected, and field of study.

Fenske, Robert H., and Scott, Craig S. The Changing Profile of College Students. ERIC/Higher Education Research Report No. 10, 1973. Washington, D.C.: ERIC Clearinghouse on Higher Education, 1973. 84 pp. Available from Publications Department, American Association for Higher Education, One Dupont Circle, Washington, D.C. 20036. ED 088 393.

Results of a recently completed survey of student characteristics are presented along with a review of the literature concerning enrollment trends in higher education.

Garbin, A.P., and Vaugh, Derrald. Community-Junior College Students Enrolled in Occupational Programs: Selected Characteristics, Experiences, and Perceptions. Final Report. Columbus, Ohio: Ohio State University, Center for Vocational and Technical Education, 1971. 280 pp. ED 057 196.

This publication is the first of four reporting the results of a national survey concerned with understanding enrollees in junior/community college occupational programs. Data on students' personal and background characteristics, experiences, and perceptions are presented. In addition, recommendations are made to increase the societal exposure of postsecondary occupational education and to help recognize the vital role played by guidance and counseling personnel.

Holstrom, Engin A. "Older" Freshmen: Do They Differ from Typical Undergraduates? ACE-RR-Vol.-8-No.-7. Washington, D.C.: American Council on Education, Office of Research, 1973. 55 pp. ED 083 893.

Various characteristics, including background information and educational aspirations and outcomes of freshmen who were 20 years of age or older at the time of matriculation, are presented.

Klingelhofer, Edwin L., and Hollander, Lynne. Educational Characteristics and Needs of New Students: A Review of the Literature. Berkeley: University of California, Berkeley, Center for Research and Development in Higher Education, 1973. 167 pp. ED 084 482.

This report summarizes and assesses secular and scholastic characteristics of students who are new to education. It considers academic and study skills, coping behavior, intellectual functioning, motivation and aspiration, economic

factors, self-concept, and social influences. The review of the literature includes suggestions for new educational programs, services, tactics, further research, and educational models sensitive to the needs of new students.

Trivett, David A. The Commuting Student. ERIC Higher Education Research Currents, June 1974. Washington, D.C.: ERIC Clearinghouse on Higher Education, 1974. 4 pp. Available from Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036. ED 090 887.

This document reviews recent literature on commuting students and summarizes important findings that include: (1) increases in the number of commuting students can mainly be attributed to those living off-campus, not those living with parents, (2) the cost saving given as the primary reason for commuting is usually minimal, (3) psychological differences between commuters and residents have seldom been established, and (4) the college experience of commuters differs from that of residents.

Chapter 4

Housing and Residence Halls

- Residence hall life
- Student perceptions of the residence hall environment
- Living-learning colleges
- Resident attitudes, values, beliefs, and behavior
- Alternatives to residence halls
- Innovations in residence hall living
- Integrated curricula
- Roommate satisfaction

Adorian, Stephen J. (State University of New York at Buffalo). "The Residence Hall Environment at an Urban College." Dissertation Abstracts International, 1975, Vol. 35, No. 7, 4037-A.

Significant relationships between student attitudes toward residence hall environment and achieved grade-point average are identified. These relationships are affected by sex, class, and curricula factors. Recommendations concerned with the development of a more effective living-learning environment are given.

Antes, Richard L. (Southern Illinois University). "A Study of Freshmen Student Expectation and Satisfaction with the Privately Owned Off-Campus Residence Hall Environment at Southern Illinois University." Dissertation Abstracts International, 1972, Vol. 32, No. 8, 4365-A.

Differences in freshmen expectation and satisfaction with the physical, personal, and study environments, and with privacy, programming, and staff qualifications of privately owned off-campus residence halls are reported by sex.

Bayes, Kenneth, and Francklin, Sandra, eds. Designing for the Handicapped. 1971. 79 pp. Available from the Society for Emotionally Disturbed Children, 1405 Bishop Street, Room 303, Montreal 107, Quebec, Canada. Not available EDRS. ED 055 378.

This volume contains 11 articles concerned with methods and

techniques for designing specialized schools and institutions for handicapped and gifted children. Emphasis is placed upon the incorporation of both psychological and physical needs of the special populations into architectural design. Appended is a list that briefly describes research projects involving environmental design and the handicapped.

Bell, Ivan D. (University of Illinois at Urbana-Champaign). "Academic and Environmental Difficulties of the Residential College." Dissertation Abstracts International, 1973, Vol. 33, No. 10, 5423-A.

This dissertation first presents the case histories of four residential colleges that illustrate various difficulties which such living-learning colleges often encounter. It then explores the positive contributions that the residential college can make to higher education and to student development.

Billingsley, Karen, and others. Attitudes toward Residence Hall Life. Fredonia Student Attitudes on the College Student Questionnaire. Fredonia, N.Y.: State University College at Fredonia, 1972. 36 pp. ED 077 327.

On-campus and off-campus students differ significantly in their perceptions of residence hall staff and atmosphere, with on-campus students holding more favorable attitudes. Both groups express discontent with rules and regulations. No significant differences in attitudes were detected between men and women and between students living in various life styles.

Brown, Robert D. "Manipulation of the Environmental Press in a College Residence Hall." Personnel and Guidance Journal, 46, No. 6:555-560 (1968).

This study concerns systematic floor assignment by academic major influences social interaction and students' feelings about their goals (change in major by minority residents).

Ebbers, Larry H., and others, comp. Residence Halls in U.S. Higher Education: A Selective Bibliography. Series in Bibliography No. 4. Ames, Ia.: Iowa State University, Ames Library, 1973. 726 pp.

This extensive bibliography focuses on aspects of the development and current status of residence halls in the United States.

Educational Facilities Labs. Student Housing. New York: Educational Facilities Labs., Inc., 1972. 84 pp. ED 071 555.

This book advocates humanizing traditional dormitories by changing standard double rooms into suites of bedrooms sharing a living area. It discusses alternatives to traditional methods for obtaining new residences through management techniques, leasing buildings, or forming co-ops.

Flather, Clifton C. Apartment Type College Housing. Columbia, Mo.: Association of College and University Housing Officers, 1972. 51 pp. ED 068 509.

A study of student housing trends shows that students prefer apartment living over dormitory living. It was found that one-, two-, or three-bedroom apartments can be constructed for less than the cost of campus dormitories. In addition, apartments afford more parking space and reduce the need for costly dining hall facilities.

Frankenberg, Ellen L. (Ohio State University). "Self-Actualization and Environment: The Personal Orientation Inventory as a Measure of Personal Growth among Undergraduates in a Living-Learning Community." Dissertation Abstracts International, 1973, Vol. 33, No. 11, 6087-A.

This study explores the development of self-actualization (POI) in the context of a specific experimental living-learning community in a midwestern university. Aspects of self-actualization related to the environmental conditions are identified.

Gerst, Marvin S., and Moos, Rudolf H. The Social Ecology of University Student Residences. Bethesda, Md.: National Institute of Mental Health, 1972. 39 pp. ED 065 534.

This paper discusses the development and initial standardization of the University Residence Environment Scale (URES). Environmental comparisons are drawn between various types of student residences. Also discussed are the uses of the URES in program evaluation and architectural-behavior research.

Greenleaf, Elizabeth A., and others, eds. Undergraduate Students as Members of the Residence Hall Staff. Washington, D.C.: National Association of Women Deans and Counselors, 1967. 53 pp. ED 078 796.

This document discusses the objectives of residence hall programs and the potential role, selection procedures, and training of undergraduates as staff members. Bibliography.

Holzman, Richard B. (University of Massachusetts). "The Development and Organization of an Alternative Campus-Based Living/Learning Environment." Dissertation Abstracts International, 1970, Vol. 31, No. 3, 964-A.

Holzman focuses on the need for establishing alternative campus-based living/learning environments at large universities. He proposes an experimental environment that emphasizes personalized learning based on four major problem areas affecting people and their environment: war, overpopulation, depletion of natural resources, and pollution.

Kiekel, Jack L. (University of Oregon). "A Study of the Academic Progress and the Expressed and Wanted Social Interactions of the 'Live and Learn' Program Freshmen Compared with the Honors College Freshmen at the University of Oregon, 1971-72." Dissertation Abstracts International, 1973, Vol. 34, No. 3, 1096-A.

Investigation of the influence of a "Live and Learn" program on its participants reveals no significant differences in academic or social achievements when compared to non-"Live and Learn" Honors College freshmen.

Kinsel, John B., and Latham, Jefferson. An Evaluation of the "Living-Learning" Unit: New College, 1973-1974. Report No. 5. Hempstead, N.Y.: Hofstra University, New College Educational Research Office, 1974. 6 pp. ED 095 793.

This report discusses and evaluates the New College Living-Learning Unit begun in 1972 as an optional beginning semester for entering freshmen. This unit emphasized the notion of community from a multiplicity of discipline perspectives while also providing unique physical facilities. Results of a survey of 40 percent of the participants indicate that the unit failed to materialize as a cohesive, meaningful, learning experience.

Lewis, Joan A., and Sedlacek, William E. A Comparison of University Residence Halls. RR-8-73. College Park, Md.: University of Maryland at College Park, University Counseling Center, 1973. 15 pp. ED 082 640.

After comparing freshman dormitory residents on several dimensions, depending on the type of dorms in which they live, the authors conclude that type of housing is not a key element in the lives of most students.

Lovell, John E.(Purdue University). "Perceptions of the Psychological Climate of Purdue University in Relationship to Mode of College Residence." Dissertation Abstracts International, 1974, Vol. 35, No. 3, 1448-A.

Relationships between mode of residence (all-male and all-female residence halls, fraternities, sororities) and perception of the campus psychological climate (CUES and VPI) are identified.

Marshall, Stanley. "Meeting the Challenge." Speech presented at the Annual Convention of the Association of College and University Housing Officers in Hollywood, Florida, August 2, 1972. 17 pp. ED 067 062.

This speech emphasizes the significant contribution a student's residence can make to his academic, social, and economic welfare. It challenges colleges and universities to provide housing responsive to the changing life styles and demands of students.

Maryland, University of. A Comparison of Activities and Behaviors in Coeducational and Non-Coeducational Residence Halls. College Park, Md.: University of Maryland at College Park, 1971. 12 pp. ED 090 477.

Objectives of coeducational housing are discussed. Results of a University of Maryland survey indicate that: (1) coed dorms have more activities and programs, but they are not necessarily more varied; (2) residents of coed dorms have more contact with faculty and interact more with members of the opposite sex, watch less television, and seek help from somewhat different sources; and (3) residents of coed dorms seem to be more generally satisfied with their residence experiences.

Miller, Grant D. "A Behavioral Model for Roommate Conflict Resolution." Paper presented at the Annual Meeting of the American Personnel and Guidance Association, New Orleans, Louisiana, April, 1974. 10 pp. ED 094 284.

Miller details a simple behavioral model for roommate conflict.

Based on a model for resolving marital conflict, it assumes that conflict occurs when maladaptive attempts, usually aversive, are used to change another person's behavior. It involves the tabulation of specific pleasing and displeasing behaviors in time-limited contracts.

Mokhtarzada, Younos M., and Sedlacek, William E. First Impressions of Residence Hall Students. College Park, Md.: University of Maryland at College Park, Counseling Center, 1973. 8 pp. ED 089 579.

First impressions of new residents at randomly selected residence halls at the University of Maryland are reported. It was found that those who exhibit public conformity and private disagreement with residence hall norms tend to feel less positive and to have adjusted less well to dormitory life. The authors recommend that greater emphasis be given to initiating residence hall programs before students move in.

Morisseau, James J. "Student-Initiated Housing." Planning for Higher Education, Vol. 2, No. 4, August, 1973. New York: Society for College and University Planning, 1973. 4 pp.

This article discusses student-initiated housing, a process in which student groups lease, purchase, or even develop their own living quarters as an alternative to more traditional forms of residence hall or off-campus living.

New College. The New Student Housing at New College. Sarasota, Fla.: New College of the University of South Florida, 1969. 12 pp. ED 069 033.

The document discusses the research and planning preceding construction of new student housing at New College. Preconstruction seminars were held in which students, faculty, and staff discussed various aspects of college housing. The resulting structure reflects the students' desire for privacy, the planning team's arrived-at concept of living/learning in one facility, and the builder's efforts to provide quality at a reasonable price.

Pace, Lawlis T. (Colorado State University). "Roommate Dissatisfaction in a College Residence Hall as Related to Roommate Scholastic Achievement, the College and University Environment Scales, and the

Edwards Personal Preference Schedule." Dissertation Abstracts International, 1968, Vol. 28, No. 3, 2989-A.

Roommates who were dissatisfied with their roommate relationship had significantly lower grade-point averages (GPAs) than those who were satisfied. Likewise, those with low GPAs were significantly more dissatisfied with their roommate relationship than those with high GPAs. Satisfied roommates rated the college as exhibiting more CUES Awareness and Propriety characteristics than the dissatisfied roommates did.

Poppen, Donald E. (University of Northern Colorado). "The Physical Environment of the Residence Hall Room: Its Impact on Student Attitudes and Behavior." Dissertation Abstracts International, 1972, Vol. 32, No. 10, 5572-A.

This paper examines the effects of territorial control over residence hall rooms on student attitudes and behavior toward the residence hall and the university in general (CUES, roommate compatibility, damage to rooms, noise level, and disciplinary problems). Although some significant relationships emerged, the findings do not support the overall importance of territorial control as related to attitude and behavior.

Shaw, Walter B. "Communizing a Residence Hall: One Strategy." Speech presented at the National Association of Student Personnel Administrators Conference, Denver, Colorado, March, 1972. 16 pp. ED 067 976.

This speech discusses the University of Denver's attempt to develop community residence halls emphasizing communal warmth, people's basic need for affiliation, and a philosophical approach to learning.

Shaw, Walter B. The Residence Hall as a Community in Higher Education. New York: Educational Facilities Labs., Inc., 1975. 11 pp. ED 100 056.

This article describes a unique approach by the University of Denver to residence hall living that is designed to increase the positive effect of the environment on the student. Two programs, one designed for disciplines that predominantly use empirical methods and the other for disciplines dealing with symbolism and aesthetics, offer students the chance to

manipulate and play in an active manner with the ideas that have been stimulated in the classroom. It is reported that the academic performance of participating students showed marked improvement and that resident retention within the halls was greatly increased.

Stover, Raymond M. (Columbia University). "An Exploration of Associations among Selected Characteristics of Residence Halls and Residents' Perceptions of Their Environments." Dissertation Abstracts International, 1971, Vol. 31, No. 7, 3242-A.

This study shows that residence halls, whose inhabitants scored highest on the Community scale of the CUES, have well-defined floors or wings of similar and moderate size, less diverse traffic patterns, and more common-use rooms near primary traffic flow. Perceptions of the environments of halls other than the one lived on are only occasionally congruent with the perceptions of those who live on each hall.

Striner, Erma B. College Housing and Community Design. New York: Educational Facilities Labs., Inc., Society for College and University Planning, 1973. 4 pp. ED 082 601.

Striner reviews the research concerned with student preference for apartment-style versus traditional residence hall living and discusses the resultant problems facing colleges and universities. Specific recommendations are given for the design of new living facilities and the renovation of existing ones. Examples of residence hall innovations at several universities are given.

VanderWall, William J. (North Carolina State University at Raleigh). "A Comparison of College Environmental Perceptions, Academic Achievement and Attrition of Student Participants and Non-Participants in a Special University Living-Learning Residence Hall." Dissertation Abstracts International, 1973, Vol. 33, No. 8, 4134-A.

Participants in a living-learning residence program at North Carolina State University at Raleigh have a more positive reaction to the campus (CUES), earn a higher grade-point average, and drop out of school at a lower rate than nonparticipants in the program.

Wertz, Richard D. "The University Quadrangle of the University of Pennsylvania: A Successful Experiment in the Revitalization of Presidential Living." Speech presented at the Annual Convention of the American College Personnel Association, Chicago, Illinois, April, 1974. 8 pp. ED 092 842.

> As a result of a revitalization effort, the University Quadrangle at the University of Pennsylvania has been turned into the most popular place of residence on campus. This effort was not expensive as it did not involve major renovation. It was accomplished through the introduction of innovative programs and living situations, division of living units into distinct houses with resident-determined emphasis and interest, coeducational living, resident faculty, a student-run coffee house, and rooms for arts and crafts.

Witchell, I. "Proactivity: Personal Growth Groups for Residence Education." Paper presented at the Association of College and University Housing Officers Conference, Miami, Florida, August 1, 1972. 5 pp. ED 067 593.

> Basic goals of a proactive growth program, specific experiences offered to students, and a review of research and future directions are covered, with particular focus on the incorporation of proactive growth into residence hall education.

Chapter 5

Measurement of College Environments

- Methodological problems
- Measurement approaches
- Measurement instruments
- Impact research

Astin, Alexander W. "An Empirical Characterization of Higher Educational Institutions." Journal of Educational Psychology, 53:224-235 (October, 1962).

Factor analysis is used to identify six principal dimensions along which institutions of higher learning differ.

Astin, Alexander W. "The Methodology of Research on College Impact, Part One." Sociology of Education, 43:223-254 (Summer, 1970).

Astin reviews some of the major methodological aspects of college environmental impact studies: inferential errors, single versus multi-institutional studies, longitudinal versus cross-sectional data, statistical designs, measurement errors, and detection of student-environment interaction effects. He states that "the most definitive information about college impact is obtained from multi-institution longitudinal studies in which data on student inputs, student outputs, and environmental characteristics are obtained."

Astin, Alexander W. "The Methodology of Research on College Impact, Part Two." Sociology of Education, 43:437-450 (Fall, 1970).

In this follow-up paper, Astin is concerned with the problems encountered in collecting data and measuring environmental attributes of colleges. He discusses several techniques for detecting and minimizing the effect of systematic errors inherent to the collection of data. A proposed solution to the problem that the student's perception of his institution can itself be influenced by institutional impact, is the basing of environmental measures on directly observable events rather than on perceptions.

Astin, Alexander W., and Holland, John L. "The Environmental Assessment Technique: A Way to Measure College Environments." Journal of Educational Psychology, 52:308-316 (December, 1961).

This report describes a method for measuring the college environment. Reliability and validity information is given, and advantages, limitations, and possible applications of the proposed technique are discussed.

Bavid, Leonard L. Focusing on Measures of College Environments. New York: College Entrance Examination Board, 1973. 8 pp. ED 075 444.

This document describes several different approaches used to obtain information about college environments.

Betz, Ellen L., and others. College Student Satisfaction Questionnaire (CSSQ) Form C-1971 Revision. Ames, Ia.: Iowa State University, Student Counseling Service, 1971. 6 pp. Not available EDRS. Available from Central Iowa Associates, Inc., 1408 Meadowland Avenue, Ames, Iowa 50010. ED 058 269.

This 70-item Likert-type scale questionnaire includes items related to various aspects of college life: policies and procedures, working conditions, compensations, quality of education, and social life. It can be administered to individuals or groups and takes 10 to 15 minutes to complete.

Creager, John A., and Astin, Alexander W. "Alternative Methods of Describing Characteristics of Colleges and Universities." Educational and Psychological Monographs, 28:719-734 (Autumn, 1968).

The changes that take place in students between matriculation and graduation often depend upon the type of environment to which the students are exposed. Many aspects of the college environment, such as institution type, size and location, administrative policy, and peer press, are assessed and described.

Feldman, Kenneth A. "Measuring College Environments: Some Uses of Path Analysis." American Educational Research Journal, 8, No. 1:51-70 (1971).

Feldman proposes that path analysis, a "convenient and efficient method for determining the direct and indirect effects of each

of the independent variables in a casual chain composed of standardized variables in a closed system," can be an effective aid in measuring overall college environments. While path analysis cannot toally eliminate the limitations inherent in any chosen approach, it can help put these difficulties into a broader perspective, guard against incorrect interpretations of the data, and circumscribe and reduce unwanted effects. Bibliography.

Feldman, Kenneth A. Some Common and Not So Common Approaches to the Study of College Environments and Their Effects. Stony Brook, N.Y.: State University of New York at Stony Brook, 1972. 10 pp. ED 060 819.

Feldman analyzes some of the theoretical and methodological frameworks employed in the study of the effects of college environments on students. Particular emphasis is placed on campus subenvironments. A developmental model that incorporates several of the discussed approaches to campus research is advanced.

Flowers, Allan D. (Indiana University). "Objective Environmental Variables as Moderators of the Prediction of Student Academic Performance." Dissertation Abstracts International, 1973, Vol. 33, No. 8, 4001-A.

A hypothesis that prediction of student grade-point averages could be enhanced by the inclusion of type of course mix and type of residence as environmental moderators was rejected. Reexamination of the data led to the conclusion that future studies should stress environmental influences that are psychological in nature, as opposed to the physical aspects utilized in this study.

Hyne, Sue (Lewis and Clark College). "Environmental Assessment Techniques." Portland, Ore.: Student Development Center, unpublished paper, revised August, 1973.

The author outlines four major approaches to environmental assessment (demographic, perceptual, behavioral, and multimethod), summarizes the strengths and weaknesses of each approach, and cites currently published instruments and references in each category.

Liljestrand, Kenneth, and Sells, S.B. The Interaction of Individuals in the College Setting with Their Environments. Fort Worth, Tex.: Texas Christian University, Institute of Behavioral Research, 1968. 64 pp. ED 074 971.

This document discusses the results and methodology employed in a factor analytical study conducted to identify empirical linkages among current and past life situation variables and measures of personality, interest, performance, and achievement in a college environment.

Marks, Edmond. Personality and Motivational Factors in Response to an Environmental Description Scale. GIT-RM-67-1. Atlanta: Georgia Institute of Technology, 1967. 35 pp. ED 011 391.

This study attempts to explain the variability of some of the CUES items. It was determined that some items are significantly influenced by certain personality and motivational properties of the subjects.

McFee, Anne. "The Relation of Students' Needs to Their Perceptions of a College Environment." Journal of Educational Psychology, 52: 25-29 (February, 1961).

This study verifies that student perceptions of the college environment, as measured by the CCI, are independent of the personality needs, as measured by the AI, of the informants filling it out.

Mitchell, James V. "Person-Environment Interaction on the College Campus." Review of Educational Research, 39, No. 5:711-721 (December, 1969).

Mitchell, while reviewing the pertinent research on the person-environment interaction on the college campus, specifically addresses the many troublesome methodological hurdles encountered in an interactional approach. Bibliography.

Morishima, James K., ed. An Annotated Bibliography of Institutional Research, 1970-1971. Claremont, Calif.: Claremont University Center, Association for Institutional Research, 1971. 56 pp. ED 061 650.

This document contains 183 bibliographic citations concerned

with institutional research. Of particular interest are the sections on space utilization and scheduling, student characteristics, perception of the college environment, retention, attrition, and transfer.

Nunnally, J., Thistlethwaite, D., and Wolfe, S. "Factored Scales for Measuring Characteristics of College Environments." Educational and Psychological Measurement, 23:239-248 (1963).

Through factor analysis of the ICA, several dimensions for describing effective learning environments are identified. Interpretations and recommendations for their use in future studies are included.

Pervin, L. "Satisfaction and Perceived Self-Environmental Similarity: A Semantic Differential of Student-College Interaction." Journal of Personality, 35, No. 4:623-634 (1967).

Perceived self-college similarity is related to ratings of satisfaction with the college environment on both forms of TAPE.

Peterson, Richard E., and Vale, Carol A. Strategies for Assessing Differential Institutional Effectiveness, 1973. 25 pp. ED 088 390.

This paper generates strategies intended to provide workable procedures for assessing the effectiveness--capacity of the institution to facilitate academic, vocational, and affective student development--of programs and institutions of higher education.

Robinson, Lora H. (University of California, Los Angeles). "The Assessment of College Student Morale." Dissertation Abstracts International, 1972, Vol. 33, No. 4, 1464-A.

This study aims to develop and test an instrument designed to measure college student morale. The relationship of morale to several demographic and perceptual variables is explored. Congruency of expectations, reported general satisfaction with college and involvement in college activities are all significantly related to morale.

Rothman, Arthur I., and Funso, Ayode. "The Development of a Learning Environment: A Questionnaire for Use in Curriculum Evaluation." Journal of Medical Education, 45:754-759 (October, 1970).

This paper discusses the development and testing of the Medical School Learning Environment Questionnaire (LEQ), an instrument designed specifically for use in curriculum evaluation and relating in particular to experiences characteristic of the first year of medical school.

Starr, Ann M., and others. College Student Satisfaction Questionnaire (CSSQ) Manual. Ames, Ia.: Iowa State University, Student Counseling Service, 1971. 24 pp. ED 058 268.

Included in this introductory manual are a description of the CSSQ, tentative norms, psychometric characteristics of the instrument, and suggested possible uses.

Thistlethwaite, Donald L. "Rival Hypotheses for Explaining the Effects of Different Learning Environments." Journal of Educational Psychology, 53:310-315 (December, 1962).

In this paper, Thistlethwaite repudiates criticism from Astin regarding conclusions and methodology employed in an earlier publication. He also discusses the results of a new study that show that a student's motivation to seek the Ph.D. degree can best be explained as a result of demands, images, and pressures created by teachers and peers.

Warren, Jonathan R., and Roelfs, Pamela J. Student Reactions to College: The Development of a Questionnaire through Which Junior College Students Describe Their College Experiences. Final Report. PR-72-73; RDR-72-73-4. Palo Alto, Calif.: College Entrance Examination Board, 1972. 101 pp. ED 072 100.

The paper summarizes the development of a questionnaire and reports the results of its assessment of the educational and other college-related concerns of junior college students and how effectively the students felt their needs were being met.

Chapter 6

Student-Campus Environment Dysfunctions

- Dropout, transfer, and retention
- Migration
- Demonstrations, strikes, and outbreaks of violence
- Student alienation
- Environmental obstacles

Astin, Alexander W. College Dropouts: A National Profile. Washington, D.C.: American Council on Education, Office of Research, 1972. 78 pp. ED 059 691.

> The major findings of this extensive study are that: (1) national dropout rates are lower than has been suggested in recent reports, (2) attrition at two-year colleges is higher than at four-year institutions, and that (3) major predictors of persistence are high school grade-point averages and test scores of academic ability.

Aughinbaugh, Lorine, and others. The Pre-Drop-Outs: Students Lost during the Registration Process. Sacramento, Calif.: Los Rios Junior College District, Sacramento, California, 1974. 41 pp. ED 093 415.

> This report discusses the results of a survey conducted to assess the needs and frustrations of those who elected to drop out during the registration process at three California community colleges.

Aumont, Marcel (Catholic University of America). "The Relationship between Early Withdrawals and Selected Institutional Factors in Colleges of the Montreal Metropolitan Area." Dissertation Abstracts International, 1974, Vol. 35, No. 3, 1455-A.

> This study is concerned with how withdrawal and nonwithdrawal students differ in their satisfaction with various college services and experiences. Although a significant statistical relationship between the reasons for discontinuance and satisfaction with college experiences is not revealed, an item-by-item analysis identifies several college services that are evaluated significantly higher by nonwithdrawals than withdrawals.

Bachman, Jerald G., and others. Youth in Transition. Volume III. Dropping Out--Problem or Symptom? Ann Arbor: Michigan State University, Institute for Social Research, 1971. 255 pp. ED 059 333.

This book documents some of the major issues encountered in the Youth in Transition study of dropouts. It also discusses family background, characteristics of personality and behavior, school experiences and attitudes, and job outcomes of dropouts and graduates. Dropouts' own impressions and reasons for leaving school are included.

Blai, Boris J. Two-Year College Dropouts--Why Do They Leave? Who Are They? How Many? Bryn Mawr, Pa.: Harcum Junior College, 1972. 21 pp. ED 058 879.

This paper reviews descriptive and inferential data on student attrition and compares the number of dropouts at various types of colleges. Schools with smaller enrollments enjoy higher retention rates. The value of special programs for potential dropouts and the types of college environments conducive to higher attrition are discussed.

Brightman, Richard W. When and Why Students Quit Community College Courses. Costa Mesa, Calif.: Coast Community College District, 1974. 38 pp. ED 091 031.

This study is concerned with when, during the semester, students drop out, what reasons they give for quitting, and why faculty think they quit. The possibility of a relationship between reasons for quitting and the time of withdrawal is discussed.

Britt, James M. (American University). "A Phenomenological Study of Student Alienation at a Selected Community College." Dissertation Abstracts International, 1974, Vol. 35, No. 4, 2041-A.

This study attempts to provide definitional clarity to the concept of "alientation." Specifically, it incorporates the research findings of Seeman and Keniston on alienation into a phenomenologically based research methodology concerned with categorizing, analyzing, and interpreting alienation as experienced and verbalized by selected community college students. Alienation "themes" are identified and it is concluded that alienation appears to be more directly related to the subjective and perceptual world of community college students than to their objective, external environment.

Carson, D.H., and Driver, B.L. "An Ecological Approach to Environmental Stress." American Behavioral Scientist, 10:8-11 (September, 1966).

This paper discusses possible sources of stress and resultant human responses. Emphasizing that it is not possible to make gross generalizations about stress or man's ability to adapt to it, the authors call for multivariate research in this area.

Ciampa, Bartholomew J. College Attrition: A Cause Appraisal Technique. Springvale, Me.: Nasson College, 1972. 15 pp. ED 077 338.

This report describes a study conducted to ascertain the causes of student attrition and to identify the college's assets from the student's perspective. Related material and the survey instrument are included.

Clapp, Roger R. (University of Tennessee). "A Study of the College Environments of Two Selected Groups of Accredited, Interdenominational Bible Colleges." Dissertation Abstracts International, 1972, Vol. 32, No. 10, 5489-A.

The relationship between college environment (CUES) and student attrition is explored. The significant finding of note is that place of residence (on- or off-campus) is related to attrition.

Conner, John D. (North Texas State University). "The Relationship between College Environmental Press and Freshmen Attrition at Southern Methodist University." Dissertation Abstracts International, 1966, Vol. 27, No. 2, 946-A.

Although administration of the CUES to college freshmen reveals significant differences between male and female environmental perceptions, it does not significantly differentiate between dropouts and retainees.

Cope, Robert G., and Hewitt, Raymond G. A Typology of College Student Dropouts: An Environmental Approach. Amherst, Mass.: University of Massachusetts, 1969. 26 pp. ED 030 392.

The authors offer empirical support to the argument that, in the perception of students, broad environmental presses can be differentiated from one another and that one or more of these

presses can be a focal point of a student's discomfort and resultant withdrawal from school.

Craine, Thomas K. (State University of New York at Buffalo). "The Physical Environment and Student Demonstrations: A Research Study Focused on Institutions of Higher Learning." Dissertation Abstracts International, 1972, Vol. 33, No. 3, 967-A.

This dissertation attempts to determine whether or not any significant relationship exists between certain variables within environments of institutions of higher education and student demonstrations. Student demonstrations are found to be: (1) strongly related to crowding, (2) possibly related to institutional size, and (3) not related to regional or campus densities or to residential mix.

Dienst, Evelyn. On Alienation and Activism. Berkeley, Calif.: University of California, Berkeley, Center for Research and Development in Higher Education, 1972. 4 pp. ED 065 036.

Dienst presents the results of a study undertaken to clarify the relationship between psychological alienation and activist political alienation, and to learn something about the students who manifest these forms of alienation.

Freske, Robert H., and others. College Student Migration. Iowa City, Ia.: American College Testing Program, Research and Development Division, 1972. 27 pp. ED 079 396.

This extensive investigation reveals significant differences between background characteristics of first-time enrolled freshmen and the proximity of their chosen college to their hometown. Significant shifts in college migration patterns were detected over the period studied.

Goldhaber, Gerald M. Communication and Student Unrest: A Report to the President of the University of New Mexico; Part I: Student-Administration Channels, Student-Faculty Channels, 1972. 57 pp. ED 075 868.

This report examines the various channels at the University of New Mexico--informal and formal, vertical and horizontal--that exist for student-faculty and student-administration communica-

tion. Goldhaber stresses the need and gives recommendations for the establishment of an open and permissive interaction climate.

Gum, Harvey S., Jr. (Oregon State University). "A Study of Dropout Propensity of Selected Community College Students." Dissertation Abstracts International, 1973, Vol. 34, No. 5, 2297-A.

This study identifies several underlying causes of student attrition at the College of San Mateo in California. While the major reasons for leaving were determined to be employment, health, financial, and personal problem related, other cited causes were campus environment related.

Hannah, William (University of Southern California). "Drop-out/Stay-in Personality Differentials and College Environments." Dissertation Abstracts International, 1970, Vol. 31, No. 2, 584-A.

Integrated, more anxious, altruistic, religiously liberal students more frequently withdraw from friendly, supportive, sympathetic environments that place less emphasis on the search for personal meaning. Dropouts from professional or vocation schools exhibit greater interest in self-understanding and relatively little interest in practical accomplishment. Those who withdraw from liberal, experimental colleges are highly sensitive, withdrawn, artistic individuals who exhibit hostility, and are less practically oriented.

Holloway, Ernest L. (University of Oklahoma). "Environmental Perceptions of Unsuccessful Students on Selected College Campuses." Dissertation Abstracts International, 1971, Vol. 31, No. 6, 2705-A.

Unsuccessful academic achievers at different institutions have similar environmental perceptions regardless of institutional uniqueness. Sex has some influence on student perception.

Isaacson, Arlene. College Student Attrition: An Annotated Bibliography. Brooklyn, N.Y.: Brooklyn College, City University of New York, 1974. 213 pp.

This annotated bibliography focuses on attrition studies published between 1965 and 1973. It does not include theses and dissertations.

Jablonsky, Adelaide, comp. Dropouts: An Annotated Bibliography of Doctoral Dissertations, ERIC-IRCD Doctoral Research Series, No. 8, August, 1974. New York: Columbia University, ERIC Clearinghouse on the Urban Disadvantaged, 1974. 126 pp. ED 096 362.

This annotated bibliography covers doctoral research on "Dropouts" reported in Dissertation Abstracts International from 1965 through June, 1973. The annotations are arranged into several categories: Dropout Prediction; Dropout Prevention; Characteristics of Dropouts: Characteristics of Potential Dropouts; and School Climate and Teacher Influence on School Holding Power.

Jones, Gordon, and Dennison, John D. A Comparative Study of Persister and Non-Persister College Students. Vancouver, B.C.: Vancouver City College, 1972. 100 pp. ED 062 975.

Educational, demographic, and student-opinion data collected from samples of persister and dropout Vancouver City College students supported the research hypothesis that all types of students, including those of serious intellectual interest and high academic ability, withdraw from the comprehensive community college. Several recommendations designed to alleviate attrition are included.

Kester, Donald L. California Community College Stopouts: A Comparison of the Three Nor-Cal-CCHE Follow-up Studies. Washington, D.C.: Office of Education, Division of Academic Facilities, 1971. 49 pp. ED 057 771.

Results of a major California junior college attrition research effort by the Northern California Cooperative Research Group (Nor-Cal) and the Coordinating Council for Higher Education (CCHE) are reported. The study was designed to follow up those students who had completed only one, two, or three terms before withdrawing ("stopouts"). Characteristics of the three groups of stopouts are compared and discussed. Stopouts expressed two major concerns: improvement of financial aid and development of a more realistic view of responsibility in career education.

Kester, Donald L. The Lesson from the Three-Year NORCAL Attrition Study: Many of the Potential Dropouts Can Be Helped. Phase III, Final Report, 1971. 200 pp. ED 057 779.

Twenty-nine community colleges participated in the experimental

phase (Phase III) of the NORCAL study, a study purpose of which was the design and testing of treatments aimed at reducing attrition among entering freshmen at community colleges. Included are reports of true experiments, quasi-experimental studies, and further validation of the NORCAL instrument at various participating colletes.

Kojoku, Laurence K. Major Field Transfer: The Self-Matching of University Undergraduates to Student Characteristics. Los Angeles: University of California, Los Angeles, 1971.

This study assesses the degree to which university undergraduates who change majors are similar to the students in the fields they enter and in the fields they leave on measures of activities, attitudes, family background, aptitude, and personality traits. Results imply that following curricular transfer there is greater homogeneity within each major field and greater heterogeneity between major fields than before transfer. Major field turnover is thus to some extent logical, orderly, and predictable.

Mitchell, William L. (Auburn University). "A Study of the Relationship between the Perceived Personality Needs and the Perceived Environmental Press of Terminal Students and of Transfer Students in a Consortium of Alabama Junior Colleges." Dissertation Abstracts International, 1973, Vol. 33, No. 10, 5444-A.

This dissertation reveals significant differences between perceived personality need (AI) and the perceived environmental press (CCI) of terminal students and of transfer students at selected Alabama junior colleges.

Morrison, James L., and Ferrante, Reynolds. Why the Disadvantaged Dropout: The Administrators' View. 1973. 7 pp. ED 071 665.

Perceptions of administrators in public two-year colleges as to the major reasons for attrition of academically disadvantaged minority students are presented. Reasons most often cited are inadequate finances, emotional stability and motivation, and lack of institutional support and finances for programs designed to help these students.

Panos, Robert J., and Astin, Alexander W. Attrition among College Students. ACE-RR-Vol. 2, No. 4. Washington, D.C.: American Council on Education, 1967. 25 pp. ED 014 113.

College dropouts, when compared to nondropouts, come from lower socioeconomic backgrounds, do not plan to attend graduate school, and have lower high school grades. Educational outcomes are determined by personal characteristics and environmental effects.

Pervin, Lawrence A., and Rubin, Donald B. "Student Dissatisfaction with College and the College Dropout: A Transactional Approach." Journal of Social Psychology, 72:285-295 (1967).

A study conducted on 50 Princeton University upperclassmen supported the hypothesis that discrepancies between perceptions of self and college, self and students, and existing and ideal college environment are significantly related to the reported probability of dropping out for nonacademic reasons and to nonacademic dissatisfaction with the college. The utility of distinguishing between academic and nonacademic dropouts and sources of frustration is clearly indicated. A favorable attitude toward dropping out is significantly related to the perceived probability of dropping out.

Preus, Paul K. An Investigation of Students' Perception of the Process of Transferring to MSU. Memphis, Tenn.: Memphis State University, 1973. 31 pp. ED 081 344.

This study investigates student perceptions of the transfer process and offers specific recommendations for its improvement.

Rowell, James R., Jr. Student Attrition in Higher Education: A Survey of Recent Literature. Gainesville, Fla.: University of Florida, Center for Community Needs Assessment, 1974. 18 pp. ED 100 413.

This review of the literature covers recent publications on self- and college-related causes of student attrition at community and four-year colleges.

Shelton, Harris W. (Florida State University). "A Comparison of the Environments of Two Florida Junior Colleges and Their Relatedness to Student Activism." Dissertation Abstracts International, 1972, Vol. 32, No. 11, 6159-A.

A college environment (as measured by CUES) that is sympathetic and supportive of students, congenial, and allows students the opportunity to participate in decision making and evaluation of instruction is less likely to experience student activism than one which lacks these characteristics.

Thompson, Dell N. (State University of New York at Albany). "The Impact of a University on Selected Personality Measures of Transfer Students from Two-Year Colleges." Dissertation Abstracts International, 1971, Vol. 32, No. 4, 1869-A.

The OPI is utilized to identify several areas of significant university impact on selected personality factors of transfer students.

Tinto, Vincent, and Cullen, John. Dropout in Higher Education: A Review and Theoretical Synthesis of Recent Research. New York: Teachers College, Columbia University, 1973. 99 pp. ED 078 802.

This document defines dropouts, reviews recent data on dropouts, and develops a theoretical model that seeks to explain dropping out as an interactive process between the individual and the institution. Bibliography.

Voss, David H. (Michigan State University). "The Relationship of Environmental Change to Student Performance and Attrition." Dissertation Abstracts International, 1967, Vol. 28, No. 2, 790-A.

This study investigates the relationship of environmental change (transition from high school to college) on the performance and attrition rate of community college students. Voss finds that perceived community college intellectual press differ significantly from that at high school. Negative change in the goodness of fit (need-press congruence) is related to the transfer intention of high achievement students and to the attrition rates of low achievers.

White, James Howard (George Washington University). "Individual and Environmental Factors Associated with Freshmen Attrition at a Multi-Campus Community College." Dissertation Abstracts International, 1972, Vol. 32, No. 7, 3709-A.

This investigation analyzes the association of selected indi-

vidual factors and campus environmental chacteristics (author-devised opinionnaire) with attrition. In general, environmental factors are not significantly correlated with attrition.

Wildman, Louis R. (University of Washington). "An Investigation of the Relationship between Student Perceptions of a Collegiate Institutional Environment and the Phenomena of Student Transfer." Dissertation Abstracts International, 1971, Vol. 32, No. 5, 2448-A.

CUES and the Allport-Vernon-Lindzey Study of Values are used to identify relationships between student perceptions of the campus environment and student transfer to other institutions.

Williams, Vernon. "The College Dropout: Qualities of His Environment." Personnel and Guidance Journal, 45:878-882 (May, 1967).

A person who has not developed internal sources of imagination or fantasy is more prone to respond to external stimulation and control and would seem likely to reject a college environment characterized by ambiguous external stimuli. A student is more likely to leave college when behavior reinforced by the institution is incompatible with behavior previously reinforced. Sources of reinforcement for the college student are identified.

Woods, Elbert A. (Auburn University). "A Comparison of the Perceptions of the Academic Environment of Selected Alabama Public Junior Colleges by Persisting and Non-persisting Students." Dissertation Abstracts International, 1971, Vol. 32, No. 6, 3065-A.

The JCES compares the perceptions held by persisting and non-persisting students of real and ideal academic environments of four Alabama junior colleges.

Yuker, H.E., and others. Who Leaves Hofstra for What Reasons. Hempstead, N.Y.: Hofstra University, Center for the Study of Higher Education, 1972. 18 pp. ED 065 045.

For those who failed to reenroll at Hofstra University in fall 1971, the average grade-point average and selected major did not differ from that of the returning student body. There were, however, greater proportions of females, lower classmen, and female dormitory residents among the dropouts than among

the persisters. Academically better students tended to cite dissatisfaction with dorms and nonacademic aspects of Hofstra as reasons for leaving, whereas the poorer students gave more personal and financial reasons. Suggestions for discouraging attrition are included.

Chapter 7

Intentional Campus Design

- Increasing student productivity
- Design models
- Fitting the environment to the student
- Decision making
- Designing for innovation
- Communication systems
- Campus security
- Commuter services
- Orientation classes
- Student support services
- Financial aid
- Use of survey research
- Use of the Delphi

Anderson, Jerry M. "Improving Internal Communication: A Campus Quandry." Paper presented at the Annual Meeting of the Nebraska Speech Communication Association, Kearney, Nebraska, October, 1973. 21 pp. ED 090 605.

This paper discusses the effectiveness of campus communication and methods of improving it.

Astin, Alexander W. "Differential College Effects on the Motivation of Talented Students to Obtain the Ph.D." Journal of Educational Psychology, 54:63-71 (February, 1963).

A four-year longitudinal study of high-aptitude students resulted in the identification of several differential college effects believed to have impact on students' motivation to seek the Ph.D. degree. An input-output design was used to control differential student input.

Astin, Alexander W. "A Re-examination of College Productivity." Journal of Educational Psychology, 52:173-178 (June, 1961).

In addition to academic ability, Astin shows that a college's productivity rates (Ph.D. completion) are related to two char-

acteristics of its entering students: the percentage planning to major in natural science and the percentage aspiring to the Ph.D. degree. Partialling out the two input variables considerably reduces the size of the correlations previously obtained between college press and productivity rates. These findings emphasize a major difficulty in attempting to assess the influence of the college environment on its students: relevant student input variables must be defined and controlled.

Bass, Donald A. (University of Houston). "An Operational Process Integrating Environmental Perceptions, Factual Data, and Institutional Objectives to Obtain Management Information for Decision Making in a Small Church-Related College." Dissertation Abstracts International, 1972, Vol. 33, No. 4, 1341-A.

This study develops an operational process of institutional self-analysis, integrating campus environmental perceptions (CUES II), related factual data, and institutional objectives in order to provide information for decision making. More specifically, it outlines a method of providing the college administrator with statements of institutional objectives, assessments and comparisons of the real and the ideal campus, environmental perceptions of various campus groups and subgroups, and potential problem areas.

Benedict, Larry G., and others. Project Pulse: A New Approach to Collecting Information for University Decision Making. Amherst, Mass.: University of Massachusetts, Student Affairs Office, 1973. 11 pp.

This report discusses the development and implementation of a student opinion survey system whose concept is based on the perceived need of various university decision makers for information on student opinion.

Brown, W.F. "Student to Student Counseling for Academic Advisement." Personnel and Guidance Journal, 43:811-817 (April, 1965).

Brown argues that efforts should be directed toward promoting achievement either by matching the individual to the college that will maximize his potential or by arranging the college environment to meet the different patterns of need and expectations of different groups.

Cohen, Arthur M., and others. A Constant Variable: New Perspectives on the Community College. Los Angeles: University of California, Los Angeles, 1971. 238 pp. ED 055 580.

Topics emphasized in this book are (1) characterization of the college, its students, and its faculty; (2) institutional research; (3) challenging traditional concepts in the curriculum; (4) vocational education and Black studies; and (5) suggestions for institutional forms that could help alleviate tensions between the college's social and educational functions. Bibliography.

Curran, Mary V. (Case Western Reserve University). "Use of the Delphi to Determine Priority of Needs for Changes in College Student Environment." Dissertation Abstracts International, 1973, Vol. 33, No. 9, 4870-A.

This study attempts to bring together the perceptions of campus environmental conditions held by administrators, faculty, and students by utilizing the Delphi, "a methodology which relies on intuitive judgments for gathering data, evaluating the importance of each statement and responding to a group consensus on each idea." The Delphi process was found to be a useful method for communication and the building of consensus across status lines in this study.

Dyste, Ron S., and others. The New Directions Program at Los Angeles City College: A Systems Approach to Human and Community Development. A Report of the National Dissemination Project for Postsecondary Education. Seattle: Washington State Board for Community College Education, Research and Planning Office, 1974. ED 092 208.

A system for organizing the services provided by community colleges in a meaningful fashion which optimizes college resources is presented. The authors believe that this case study in management may provide ideas and insights for planners of community services.

Gelber, Seymour. The Role of Campus Security in the College Setting. Washington, D.C.: National Institute of Law Enforcement and Criminal Justice, 1972. 219 pp. ED 083 888.

This study identifies and describes legal and operational struc-

tures of campus security offices; obtains an appraisal of campus security offices by students, faculty, and administrators; and develops a model for an effective, supportive, and integrated relationship with students.

Hardwick, Mark W., and Kazlo, Martha P. Designing and Implementing a Commuter Services Program: A Model for Change. CRR-3-73. College Park, Md.: University of Maryland at College Park, Office of Commuter Services, 1973. 18 pp. ED 087 368.

The major purposes, goals, functions, organization staffing, and future directions of the Office of Commuter Services at the University of Maryland are discussed.

Heffernan, James M. (University of Michigan). "Identity Formation, Identity Orientation, and Sex Differences Related to College Environment Features: A Comparative Study of Conventional and Innovative Undergraduate Programs." Dissertation Abstracts International, 1972, Vol. 33, No. 2, 2169-A.

This study develops a theoretical scheme of personal identity formation and relates it to factors in the college setting that affect individual growth. Within this framework, the author assesses and compares the impact of conventional and innovative undergraduate programs at the University of Michigan. Specific features seen to relate to specific kinds of identify development are identified.

Hopkins, Keith W. "Rationale and Directions for Student Personnel Services in Community College." Seminar paper, University of Florida, 1974. 15 pp. ED 092 211.

The study identifies characteristics of community college students and discusses implications of these characteristics for student personnel services.

Hull, W. Frank, IV. Innovations and Teaching Today's Undergraduates. Toledo, Ohio: University of Toledo, Center for the Study of Higher Education, 1972. 4 pp. ED 076 138.

Suggestions are given for creating exciting, innovative learning experiences for a liberal arts education. Suggestions range from curriculum and scheduling to living-learning and study abroad programs.

Inter-institutional Research Council. The IRC Model for Input-Output Analysis of Student Personnel Services. Gainesville, Fla.: Florida Community Junior College, Inter-institutional Research Council, 1973. 97 pp. Not available EDRS. Available from IRC, College of Education, University of Florida, Gainesville, Florida 32601. ED 093 434.

This model is designed to provide program-planning and evaluation information for input-output analysis of student personnel services. Included in this document are two instruments: "Student Personnel Services Objectives Assessment" and "Outputs for Student Personnel Services." The former provides student and faculty rating of selected student personnel objectives while the latter measures student and faculty opinion of the ability of student personnel services to accomplish these objectives.

Munro, James S. (Wayne State University). "A Model for a Total Educational Environment to Maximize the Impact of a Community College on Its Students." Dissertation Abstracts International, 1971, Vol. 32, No. 5, 2441-A.

Drawing upon the formulations of several human development theorists and the findings of a large number of research studies, Munro develops a comprehensive model of the community college environment.

Rogers, Neal L. (University of Southern California). "Student Orientation as a Factor in Perceived Change in Institutional Environments on a Community College Campus." Dissertation Abstracts International, 1973, Vol. 34, No. 6, 3095-A.

In addition to ascertaining campus environmental expectations and perceptions (JCES) held by students entering a community college, this study investigates the impact of an orientation class on those expectations and perceptions. The data reveal that orientation had no significant impact on student expectations and perceptions.

Rossier, Roger W. (University of Southern California). "Faculty Perceptions of Institutional Environments and Counseling Services at Selected Community Colleges Utilizing Centralized and Decentralized Systems." Dissertation Abstracts International, 1973, Vol. 33, No. 9, 4891-A.

This study compares perceptions of institutional environment

(CUES II) and counseling services (Perceptions of Counseling Services Scale) held by the faculty and students of two community colleges--one with decentralized services and the other with centralized services. Decentralization of services was not found to have a significant effect on faculty and student perception of institutional environment.

Shelton, John L., and Corazzini, John G. The Art of Referral in a University Setting. Student Development Paper, Vol. 4, No. 1, 1972-74. 18 pp. ED 091 613.

This paper discusses dimensions of the campus referral process and the roles of its various participants. It suggests that referral should include a human factor and be seen as a "transfer of trust" rather than as a mechanistic operation.

Smith, Harry T. (Michigan State University). "Integration of College Students' Perceived Advising Needs into a Model for Academic Advising (With Emphasis on Industrial Arts Majors)." Dissertation Abstracts International, 1975, Vol. 36, No. 1, 137-A.

This study determines the perceived academic advising needs of junior- and senior-level industrial arts majors. It then develops a general model for the advising of all students.

Speegle, James R. (Syracuse University). "College Catalogs: An Investigation of the Congruence of Catalog Descriptions of College Environments with Student Perceptions of the Same Environment as Revealed by the College Characteristics Index." Dissertation Abstracts International, 1970, Vol. 31, No. 3, 1026-A.

Comparing the campus environments described by eight college catalogs with perceived college environments (CCI), Speegle concludes that a discrepancy exists between described and actual environments. The catalogs of smaller, unitary colleges tend to be more congruent with measured perceptions than those of larger institutions.

Thistlethwaite, Donald L. "College Environments and the Development of Talent." Science, 130:71-76, July 10, 1959.

Thistlethwaite describes a method for comparing the effectiveness of undergraduate colleges in stimulating students to seek

the Ph.D. degree. Separate measures of "productivity" in the natural sciences, the arts, humanities, and social sciences have been adjusted to control for differences in intellectual ability. The importance of faculty behaviors in stimulating or inhibiting intellectual achievement is underscored.

Union for Experimenting Colleges and Universities. University Without Walls: A First Report. Yellow Springs, Ohio: Union for Experimenting Colleges and Universities, 1972. 52 pp. ED 063 880.

This paper discusses the structure, principles and goals, and methods of learning of various University Without Walls programs.

VandenHazel, B.J. The Windowless School: Some Biological and Economical Considerations. Woodstock, Ontario, Canada: Field Studies Center, Box 636, Woodstock, Ontario, 1970. 25 pp. ED 057 452.

Windowless buildings, designed by architects and engineers to alleviate some technical problems, are contrary to the educational philosophy that the natural environment should be utilized in education. Research findings are cited along with the recommendation that a multidisciplinary committee study each school design in order to assure provision of optimum human conditions.

Van Dusen, William D., and O'Hearne, John J. A Design for a Model College Financial Aid Office. New York: College Entrance Examination Board, 1973. 66 pp. ED 084 478.

Current types of financial aid and the principles and practices that guide college financial aid programs are discussed. The authors agree that centralization improves operational process. They encourage a solid working relationship with off-campus agencies as well as the appropriate university offices.

Western Interstate Commission for Higher Education. Consultation: A Process for Continuous Institutional Renewal. Boulder, Colo.: Western Interstate Commission for Higher Education, 1972. 26 pp. ED 084 955.

This document advances a consultation design model incorporating assessment, definition, implementation, and evaluation. Within the context of institutional change, this model can be useful

in viewing the policies and procedures of the institution's government and its social and physical environments. It can also speak to modes of prevention, remediation, or enhancement of conditions within an institution that affect the educational and life goals of its members.

Western Interstate Commission for Higher Education. The Ecosystem Model: Designing Campus Environments. Boulder, Colo.: Western Interstate Commission for Higher Education, 1973. 28 pp. ED 084 952.

This document stresses the increasing awareness in higher education of the impact that student/environment transactions have on the quality of educational life. Using an interdisciplinary approach requiring input, accessibility, and collaboration from all elements of the university, it details a model and design process for creating a better fit between educational environments and students.

Western Interstate Commission for Higher Education. New Designs: Prevent Educational Casualties, Promote Educational Growth. Boulder, Colo.: Western Interstate Commission for Higher Education, 1972. 19 pp. ED 084 947.

This report suggests that, through the promotion of student unity, students can gain the power necessary to engage in representative conflict that will change the monolithic nature of higher education and prevent destructive conflict with the system. To prevent student withdrawal, it suggests new designs that promote student responsibility, authority, and participation in the higher education system. These new designs imply more open and involved mental health delivery systems.

Western Interstate Commission for Higher Education. Quality of Educational Life: Priorities for Today. Boulder, Colo.: Western Interstate Commission for Higher Education, 1972. 20 pp. ED 084 948.

This report discusses how campus life has been affected by changes in society and changes in the university's role. It describes how the university has grown inflexible and dehumanizing as a result of system priorities and how a change in priorities can be instrumental in resolving campus problems. It details the implications that this holds for changing mental health delivery systems on campus.

Western Interstate Commission for Higher Education. Research Profiles: Student and Campus Characteristics. Boulder, Colo.: Western Interstate Commission for Higher Education, 1973. 27 pp. ED 084 954.

This document provides a research design by which accurate, descriptive baseline data on campus and on student characteristics may be gathered. This enables mental health personnel to assume a proactive role in the planning and conducting of educational programs that ameliorate student problems and/or enhance school and student educational goals.

Whisnant, David E. "The University as a Space and the Future of the University." Journal of Higher Education, 42, No. 2:85-102 (February 1971).

Whisnant believes that an attempt to understand the present crisis in the university might well begin by analyzing the university in spatial terms. "If we recognize that educational philosophy, administrative organization, instructional program, and physical facilties are images of each other, we may begin to see the physical environment as a useful point of leverage for reducing tension and bringing about change." Four principles and attitudes that could lead to more enlightened spatial organization are proposed: less piousness concerning the use of physical facilities, more pluralism of architectural style, integration of traditionally separate spaces and functions to a much greater degree, and abandonment of the insular campus model.

Wight, Barrie (University of Wisconsin). "The Relationship between Clustered Scheduling, Residence Grouping, Achievement, and General Adjustment of Freshmen at the University of Wisconsin." Dissertation Abstracts International, 1968, Vol. 29, No. 6, 1763-A.

Freshmen who were academically clustered and residence grouped derived academic and social benefits from the environmental structuring. Academic clustering alone was shown to have no effect.

Wilson, Reginald. "Humanizing Community - Junior College Environment: Toward Change--Staff Development." Paper presented at the American Association of Community and Junior Colleges National Convention, February 26, 1974. 8 pp. ED 088 555.

This paper discusses (1) staff recruitment and development at the community college level, and (2) cognitive and affective characteristics of the "new" nontraditional students and ways to encourage productive outcomes of the interaction of "new" staff with "new" students.

Wohlwill, Joachim F., and Carson, Daniel H., eds. Environment and the Social Sciences: Perspectives and Applications. Washington, D.C.: American Psychological Association, 1972. 300 pp. Not available EDRS. Available from APA, 1200 Seventeenth Street, N.W., Washington, D.C. 20036. ED 064 137.

This anthology contains papers arranged under three major headings: (1) General Environmental Conditions, (2) Special Environmental Settings, and (3) Environmental Decision Making. All papers were either originally presented at a meeting of the American Psychological Association or were selected from previous publications. All are concerned with some aspect of the behavioral responses in man-environment interactions and are written by experts from varied disciplines. In addition, the editors summarize the role of behavioral scientists in the study of environmental and behavioral science and discuss future research projects.

Wood, Cliff L. "Student Activities in the Two-Year College and the Role of the College Union." Ed.D. Dissertation. East Texas State University, 1973. 206 pp. Available from University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106. ED 093 417.

Wood concludes that (1) student activity programs seem inadequate for the complex nature of the two-year college, and (2) student unions seem merely to be structures to house services and offices rather than centers for student activities.